ACADEMIC STUDIES

ENGLISH

Support Materials and Exercises for

SPELLING STRATEGIES

(CASp)

(A 20 WEEK PROGRAMME)

FALL 1998
ACKNOWLEDGEMENTS

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http://www.nald.ca/CLR/search/

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Fall 1998
This support module may be used with BAU-ENG 6.6, Spelling, and IAU-ENG 2.2, Spelling Review.

<table>
<thead>
<tr>
<th>BAU-ENG 6.6</th>
<th>SPELLING</th>
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</table>

**OBJECTIVE**
Upon successful completion of this unit, the learner will be able to
1. spell correctly words appropriate to his/her reading level.
2. employ spelling strategies appropriate to his/her learning style.

<table>
<thead>
<tr>
<th>TEACHING POINTS</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling Rules</td>
<td></td>
</tr>
<tr>
<td>1 “i” before “e”</td>
<td>5/6</td>
</tr>
<tr>
<td>2 double consonants before suffixes starting with vowels</td>
<td>5/6</td>
</tr>
<tr>
<td>3 silent “e”</td>
<td>5/6</td>
</tr>
<tr>
<td>4 American/Canadian spelling</td>
<td>5/6</td>
</tr>
<tr>
<td>Plurals</td>
<td></td>
</tr>
<tr>
<td>5 plurals (including regular and irregular forms)</td>
<td>3/4</td>
</tr>
<tr>
<td>Contractions</td>
<td></td>
</tr>
<tr>
<td>6 e.g. they’re, they’ve, you’re, won’t, etc.</td>
<td>3/4</td>
</tr>
<tr>
<td>Homonyms</td>
<td></td>
</tr>
<tr>
<td>7 exact (e.g. piece, peace; here, hear; principal, principle)</td>
<td>5/6</td>
</tr>
<tr>
<td>8 near (e.g. advice, advise; effect, affect)</td>
<td>5/6</td>
</tr>
<tr>
<td>Spelling Strategies</td>
<td></td>
</tr>
<tr>
<td>9 syllibication</td>
<td>1/2</td>
</tr>
<tr>
<td>10 phonetic analysis</td>
<td>1/2</td>
</tr>
<tr>
<td>11 tactile practice</td>
<td>1/2</td>
</tr>
<tr>
<td>12 written and oral drill</td>
<td>1/2</td>
</tr>
<tr>
<td>13 structural analysis</td>
<td>1/2</td>
</tr>
<tr>
<td>14 mnemonics</td>
<td>3/4</td>
</tr>
<tr>
<td>15 visualization</td>
<td>3/4</td>
</tr>
<tr>
<td>16 flash cards</td>
<td>3/4</td>
</tr>
<tr>
<td>17 dictionary search</td>
<td>3/4</td>
</tr>
<tr>
<td>18 common irregularly spelled words (e.g. weird, a lot, etc.)</td>
<td>3/4</td>
</tr>
<tr>
<td>19 computer spell checkers</td>
<td>5/6</td>
</tr>
<tr>
<td>20 personal spelling lists</td>
<td>all</td>
</tr>
</tbody>
</table>

Note: Spelling is an ongoing concern. All learners, regardless of level, should maintain a personal spelling list.
Note: Spelling practice should be part of every learner’s day.
OBJECTIVES
Upon successful completion of this unit, the learner will be able to
1. spell correctly words appropriate to functional literacy levels.
2. employ spelling strategies appropriate to his/her learning style.

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</tr>
<tr>
<td><strong>Plurals</strong></td>
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</tr>
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<td>5 singular and plural (including irregular plurals)</td>
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</tr>
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</tr>
<tr>
<td><strong>Hyphenation</strong></td>
<td></td>
</tr>
<tr>
<td>9 When to hyphenate</td>
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<td>19 Computer “spell-checkers”</td>
<td>9</td>
</tr>
<tr>
<td>20 Personal spelling lists</td>
<td>7/8/9</td>
</tr>
</tbody>
</table>

Note: Most basic spelling errors should be eliminated early in IAU (by the end of Level 7). The focus, therefore, for the majority of IAU should be on identifying and correcting individual spelling problems. Encourage learners to try the spelling strategies above (or create their own) until they find those which work for them. Every learner should create a personal spelling list based on mistakes in their writing and on new vocabulary words they wish to learn.
NOTE TO FACILITATORS AND LEARNERS:

1. The Spelling Strategies module presents information and exercises to accompany the objectives of BAU-ENG 6.6, Spelling and IAU-ENG 2.2, Spelling Review.

2. Learners, regardless of level, should complete the twenty week programme.

3. Facilitators are free to use any support materials appropriate to their learners’ needs.

4. Additional resource materials and practice may be required for those wanting more information on this topic or for those needing more practice mastering certain areas.

5. Alternate support materials may be appropriate.

6. Once learners have completed the twenty week spelling programme, they should continue to develop their spelling skills throughout the rest of the programme by creating their own Personal Spelling Lists and participating in personalized weekly spelling tests, based on these lists.

7. Learners should write a weekly spelling test based on the Word List and their Personal Spelling Lists.

8. The “pre-test” provided at the end of this module is intended to help learners determine for themselves when they are ready for the final evaluation. It is not a “final test”.

9. Although specific strategies are presented in association with specific word lists, this in no way implies that these are the best, or only, way to learn these words.

10. Learners may choose to give themselves a pre-test before working on a lesson in order to identify the words that they need to learn.

11. Learners should be aware that a final mark of 90%, or better, indicates that they have achieved their goal of becoming a “better” speller.

12. Learners should recognize that the best test of their spelling abilities is in their day to day written work.

13. Weekly spelling tests should be marked and recorded for later use as a classmark for this module.

14. Facilitators may also mark practice exercises and record the weekly results towards a final class mark.

15. Do NOT write in this module. Please make your notes and complete the exercises in your own notebooks so that other learners may also use this booklet.
## TABLE OF CONTENTS

INTRODUCTION .................................................................................. 1

THE CHAOS OF SPELLING .............................................................. 3

HOW TO USE THIS MODULE .................................................... 4

WEEK 1 - VOWELS “E” AND “I” .................................................... 7
   1. Spelling List
   2. Spelling Strategy
   3. Spelling Practice

WEEK 2 - SYLLABICATION .......................................................... 13

WEEK 3 - VOWEL COMBINATIONS .............................................. 16

WEEK 4 - SUFFIXES .................................................................... 19

WEEK 5 - MNEMONICS ............................................................... 26

WEEK 6 - PLURALS ..................................................................... 29

WEEK 7 - LEARNING STYLES ...................................................... 33

WEEK 8 - LETTER COMBINATIONS ............................................ 36

WEEK 9 - PRONUNCIATION ......................................................... 39

WEEK 10 - PRONUNCIATION ....................................................... 42

WEEK 11 - INDEPENDENT LEARNING ....................................... 45

WEEK 12 - SILENT “E” ............................................................... 49

WEEK 13 - SYNONYMS ............................................................... 55

WEEK 14 - CHANGE “Y” TO “I” .................................................. 57

WEEK 15 - HOMONYMS ............................................................... 61

WEEK 16 - FLASH CARDS .......................................................... 65

WEEK 17 - STUDY METHODS ...................................................... 67
TABLE OF CONTENTS (cont.)

WEEK 18- VISUAL LEARNING STRATEGIES ................................. 69
WEEK 19- COMPUTER “SPELL CHECKERS” ............................... 71
WEEK 20- COMMONLY MISSPELLED WORDS .............................. 73
PERSONAL SPELLING LIST .................................................. 79
PERSONAL RECORD SHEET ................................................. 80
WORKS CITED ..................................................................... 81
FEEDBACK FORM ............................................................... 82
SPELLING

INTRODUCTION

Spelling accurately isn’t as difficult as many people think. You have already learned how to spell hundreds of words correctly. Now all you have to do is identify and master the ones you have trouble with. The words you will learn in this spelling program are those that many people have trouble with.

Do you consider yourself a “good” speller or a “bad” speller?

In reality, there is no such thing as “good” or “bad” when it comes to spelling. Everyone can learn to spell accurately! Have you ever noticed that some people don’t have to work very hard to learn how to spell new words correctly while others seem to have a lot of difficulty. That’s because people learn differently. Maybe the methods you used in the past weren’t the ones that suited your learning style. This module presents a variety of learning strategies. Try each one conscientiously or invent your own, but do not give up until you have found one (or more) that works for you. Make up your mind that you can learn how to spell and then follow the weekly lessons in this module carefully. You should soon see a great improvement in your written work.

“Does spelling matter?” Many people say no, but I disagree. Some people think that bad spelling makes you seem stupid. People who say it’s not important often point out that many brilliant people are lousy spellers.

Bad spelling makes you look lazy. That’s my opinion on the subject. It’s true that some geniuses can’t spell, but some geniuses walk around with gravy stains on their shirts. That’s what bad spelling seems like to me: a big, obvious gravy stain in the middle of your writing.

If you wouldn’t wear stained, smelly clothing, you shouldn’t be content to have misspelled words all over your letters, stories, or Web pages.
Here’s another opinion about spelling.

To an employer, any employee is more valuable if he or she is able to write correctly and clearly. No one can advance very far in a career without the ability to construct understandable sentences. It’s that simple. Fairly or unfairly, employers and others will judge your intelligence and ability on the basis of your use of English. ...That’s the bad news. The good news is that anyone who wants to can achieve the standards of written English that are acceptable everywhere. (Norton p vii)

When your words are read by people who don’t know you and who will never see you, your writing represents you. People judge you and your abilities on the written words they see. If readers find a spelling mistake in your work, their first thought is often, “I know how to spell this word and the writer doesn’t. I guess I must be smarter than the writer... and if the writer has spelled this word wrong how many other facts and ideas that he/she is writing about are wrong too.” In other words, inaccurate spelling takes away from your credibility.

Here’s a true story. “A college graduate who applied for the position of Assistant Director of Personnel and was rejected for misspelling the word personnel...Poor spelling reflects negatively on an employee--and, by association on the employer as well (Oliu et al. 425).” If you make a mistake on something as important as a job application, people will think that you are careless in your work habits too.

As a writer, you have a responsibility to help your readers understand what you are saying. You must remove any barriers between you and your readers, and spelling errors create barriers to understanding because they often confuse and slow the reader down.

**Don’t** be too concerned about spelling when writing a first draft. Concentrate instead on what you want to say. Worrying about spelling when you are composing will distract you from creating a clear message. **Do** focus on spelling later when you revise/proofread your work. In fact, it is a good idea to read your work, looking for spelling mistakes, just before you write a “good” copy.

---

1 believability
The Chaos of Spelling

Spelling wasn’t always standardized as it is now. If you had lived 600 years ago, you could have spelled any way you liked. There were no rules. You would have spelled words phonetically, but people living in neighbouring towns often pronounced words quite differently, and as a result they spelled them differently too. This was very confusing and made it difficult for readers to understand what a writer had to say. For example, our word “guest” can be found spelled many different ways at this early period. It was spelled as gest, geste, guests, ghest, or gheste; and “where” was spelled as wher, whear, wheare, were and whair. “In the same piece of writing, you find the author using been, beene, bin and unable to make up his mind about the suffix “ly”, since he writes aptly, featlye, and neatlie (Winter, Smith 249).”

When the printing press was invented about 1477, printers realized that if they wanted to sell lots of books they had to do something about making it easier for people to read and understand, so they started to standardize grammar and spelling. Soon, the dialect spoken and written in the East Midlands of England became the standard form of written English. Writers who did not use the language established by the printers ran a serious risk of their work not being read or understood. As more and more people learned how to read and write, it became necessary to create dictionaries that recorded the acceptable spelling of every word in the English language. As you learned in Module 1, Dictionary Skills, Samuel Johnson’s dictionary, published in 1755, helped create the standardize spelling of today.

One unfortunate side effect of standardized spelling is that we now have many silent letters in English. In the 1500s and 1600s, there were no silent letters; all words were pronounced as they were spelled. Since then, many words have changed their pronunciation but the spelling remains as it was four hundred years ago. The silent letters “k”, “g”, and “w” in words like know, knife, knight, gnome, wrong, write, and wring used to be pronounced. The “gh” sound in words like night, fight, and caught were lost about three hundred years ago, but the spelling hasn’t changed. Some words changed the “gh” sound to “f” as in cough, laugh, and enough (Winter, Smith 250).

__________________________

2 Most words now have only one spelling.

3 the way they sounded
Even today, some confusion remains about the correct spelling of some words. Look at the word pairs below and pick out the correct spelling for each.

1. traveller   traveler
2. colour      color
3. recognise   recognize
4. theatre     theater
5. cancellation cancelation
6. paediatrician pediatrician
7. spelt       spelled
8. aluminium   aluminum
9. hallelujah  alleluia
10. learnt     learned

Each of the 20 words above is spelled correctly. The words in the left hand column are acceptable British spelling, and the words in the right hand column are acceptable American spellings. Most good dictionaries will present both spellings, but the word printed first is the spelling preferred by the dictionary’s editors. The Oxford Dictionary is a dictionary of British English, and the Webster’s Dictionary is a dictionary of American English. Canadian spelling lies somewhere in the middle.

Before you begin this spelling programme, you should decide whether you favour the American spelling or the British spelling, and then work to standardize your own work. If you think that “colour” is the correct spelling, then you should use flavour, savour, labour, behaviour, etc. to make your work consistent. If, on the other hand, you like the American spelling of color, flavor, etc., then you should also stick to the American spelling for words like theater, center, and traveler rather than theatre, centre, and traveller. Whatever your decision, work towards standardizing your own spelling. In general, it really doesn’t make much difference which you choose, so long as you are consistent. You should know, however, that some employers prefer one spelling over another. Follow the standards set down by your boss.

HOW TO USE THIS MODULE

Did you know most spelling mistakes are found in easy words. In general, people do not have trouble spelling long, difficult words because they realized that they were hard and made an extra effort to learn them correctly. This module is
designed to help you find the strategies you need to use to learn how to spell any new word, at any time.

Many people think that there is only one way to learn how to spell a word and that is to write it out: ten times, twenty times, or even one hundred times. This works for some words and for some people, but may be only a waste of time for others.

People who are “good” spellers report, however, that they use a variety of techniques to learn the correct spelling. Each lesson in this module presents different techniques for learning how to spell words.

Spelling strategies can be divided into categories.

1. Some spellings can be remembered by learning a rule, (e.g. “i” before “e” except after “c”, etc.)
2. Some spelling can be learned phonetically. If you pronounce the word correctly, you can often spell it correctly..
3. Some spelling can be learned by breaking the word into syllables or smaller sections.
4. Some words can be learned by using “tricks” that are appropriate to your learning style.
5. Some spelling words must, unfortunately, be memorized.

Give each spelling strategy an honest try. Decide which ones work for you, and use them regularly, even in subjects like biology or social studies. If none of these methods work for you, be creative and invent your own.

1. Be positive about your ability to learn how to spell well.
2. Choose a regular time each week to write your weekly spelling test.
3. Record your weekly scores on a sheet like the one at the end of this module.
4. Complete all of the exercises in your own notebook well before your test day.
5. Your instructor will correct your exercises every week.
6. Always check carefully that you have copied a word correctly in your notes.
7. Start your own PERSONAL SPELLING LIST. Every time you spell a word incorrectly, no matter what the subject or the circumstance, enter the word on this list. Then when you do your regular weekly test, add these “personal” words at the end.
8. Mastery of a spelling word means more than memorizing it for a test. It means that you can spell that word correctly whenever you need it. To be sure that you really know how to spell a word that you have entered on your Personal Spelling List, you must be able to spell it correctly on at least 3 weekly spelling tests in a row.

9. The words that you spell incorrectly on each weekly test should also be added to your Personal Spelling List. A blank copy of a Personal Spelling List is provided at the back of this module for you or your instructor to photocopy.

10. Don’t be discouraged. Look for learning techniques that work for you.

   Often the key to learning how to spell a word correctly is as simple as making a conscious decision that you are going to learn it.

   Here’s another true story. A student in a university level journalism class made a great many spelling mistakes in her first few assignments. When she learned that she would lose a full letter grade for each spelling error in an assignment, she started to look up every single word that she wasn’t sure of. She had real motivation to avoid spelling mistakes. Since looking up all those words took a lot of time, she soon invented some “tricks” to help her remember how to spell various words.

   One last word of encouragement before you start this Spelling Programme. Anyone can become an accurate speller if his/her motivation is strong enough.
WEEK 1

✔ SPELLING LIST

Your instructor will dictate these words to you in one week’s time in the form of a spelling test. It is your responsibility to study them effectively.

heir  weird
deceive  review
either  patient
priest  receipt
height  niece
foreign  ancient
veil  fiery
chief  friend
efficient  field
convenient  weigh

 вра

✔ SPELLING STRATEGY

One of the most common spelling mistakes in English involves getting the vowels “e” and “i” in the right order. Sometimes learning a rule is a good learning strategy. Learn and understand thoroughly how to apply the spelling rule below.

*Always write “i” before “e”, unless it comes after “c”,
Or if it says “Â” as in “neighbour” and “weigh”*

“Always write “i” before “e”” means that the most common combination of the vowels “i” and “e” in English is “ie”, so if you’re not sure which combination to use, “ie” is a good guess. Look at the following words. They all follow the rule.

belief  grief  piece  brief  pier
relieve  fierce  chief  mischief  pierce
The little verse above also states that there are two exceptions to the rule. The first exception “except after “c”” means that the vowel combination switches to “ei” after the letter “c”. Look at the words below. They each use the “ei” combination after the letter “c”.

receive receipt ceiling deceive perceive

The second exception “when it says “Ã” as in neighbour or weigh” helps you remember that when you hear the long “Ã” vowel sound (like the “Ã” sound in “fate”), you should use the “ei” combination. Look at the examples below. What sound do the vowels “ei” make?

neighbour weight freight veil reign eight vein

Lastly, there a few words that you will need to memorize because they are exceptions to the exceptions. Memorize the silly sentence below. It contains the most common ones.

Weird seismic events made the leisurely sheik seize either caffeine, codeine, or protein to calm his nerves.

 SPELLING PRACTICE

Exercise 1

1. Copy the Spelling List for Week 1 into your notebook. Be sure to check, at least twice, that you have copied the words correctly.

2. Make a chart like the one on the next page in your notebook, and record each of this week’s spelling words in the correct column.
<table>
<thead>
<tr>
<th>“ie”</th>
<th>“ei” after “c”</th>
<th>“ei” = “A”</th>
<th>exceptions “ei”</th>
<th>exceptions “ie”</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>receipt</td>
<td>weigh</td>
<td>weird</td>
<td>ancient</td>
</tr>
<tr>
<td>belief</td>
<td>receipt</td>
<td>neighbour</td>
<td>weird</td>
<td>ancient</td>
</tr>
</tbody>
</table>

3. To the chart you have just made, add all the sample words from this week’s lesson as well.
4. Add all the other “ie” and “ei” words you can think of to this chart. Use a dictionary to check the spelling or ask your instructor to help you. There’s no point in learning to spell a word incorrectly.
5. Which column is longest? Why? What conclusion can you come to about why this is so?
6. You may want to attach a copy of this chart to your Personal Spelling List so you can enter other words that follow this rule as you find them.

**Exercise 2**

Write one sentence for each of this week’s spelling words. Your instructor will correct your work.
Exercise 3

In your notebook, fill in the blanks in the words below, using the “i” before “e”

“i” before “e”

1. fr__nd
2. p__ce
3. ch__f
4. br__f
5. f__ld
6. pr__st
7. sold__r
8. p__r

except after “c”

9. rec__ve
10. e__ling
11. conc__ted
12. perc__ve
13. dec__ve
14. rec__pt

or with the sound “ä”

15. h__r
16. sl__gh
17. w__gh
18. n__ghbour
19. r__gn
20. fr__ght
21. __ght
22. v__l
23. v__n
24. r__n

exceptions to the exceptions (use “ei”)

25. w__rd
26. s__smic
27. l__sure
28. sh__k
29. s__ze
30. __ther
31. caff__ne
32. cod__ne
33. prot__n
34. n__ther
Exercise 4

Copy this exercise in your notebook. Pronounce the words in Column A. Then write the correct spelling of the word in Column B. Finally, record the sound made be the vowel combination as either long “æ” or long “ē” in Column C. The first one is done for you.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
<th>COLUMN C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bel ĭ e ve</td>
<td>believe</td>
<td>sound of <em><strong>ē</strong></em></td>
</tr>
<tr>
<td>2. ch___f</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>3. v___l</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>4. sh___ld</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>5. p___ce</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>6. n___ghbour</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>7. v___n</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>8. fr___ght</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>9. cash___r</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>10. th___f</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>11. r___n</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>12. w___ghing</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>13. ach___ve</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>14. pr____st</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
<tr>
<td>15 f___nd</td>
<td>_________</td>
<td>sound of _________</td>
</tr>
</tbody>
</table>

Exercise 5

This exercise reviews the exceptions to the “ie” rule. Study the examples below.

sheik height glacier sufficient either financier
leisure ancient weird deficient neither science
foreign seize caffeine efficient codeine conscience
counterfeit protein fahrenheit receipt heir conceited

1. Copy these words into your notebook in alphabetical order.
2. Now use the words in your list to complete the phrases below. Copy the completed phrase into your notebook. If possible try to spell the missing word correctly without looking at the list.

1. **Leisure** time

2. N__________ Tom nor Dick

3. An e_________ system

4. Guilty c___________

5. S___________ funds

6. H___________ of a tree

7. C___________ money

8. Wealthy f___________

9. F___________ country

10. Prehistoric g___________

11. A s__________ class

12. W_______ sounds in the night

13. Dec__________ coffee

14. S___________ of the desert

15. Degrees above f___________

16. Income tax re___________

17. H___ to the throne

18. A con________ed person
WEEK 2

✔ SPELLING LIST

embarrass  hemorrhage
government  environment
carburetor  laboratory
aluminium  maintenance
oxygen  perseverance
pneumonia  pronunciation
temperature  Wednesday
February  superintendent
secretary  restaurant
psychiatrist  psychology
opportunity  disastrous
desperate  separate
genuine  guarantee
exhilaration  congratulations
jewellery  performance

🎯 SPELLING STRATEGY

1. Learning to divide a word into syllables may help you to pronounce the word correctly and, as a result, help you to spell it correctly. A syllable is one or more letters pronounced together (e.g. Ca-na-da, A-mer-i-ca). Usually each syllable contains one or more vowels. A single consonant is usually pronounced with the vowel that follows it (be-gin). Double consonants usually are divided so that one goes with the preceding vowel and one with the following vowel (let-ter). The rules for division of English words into syllables are complicated, but the dictionary for the correct syllabication.

2. Another way to learn a long or difficult word is to split them into shorter more meaningful sections. Take the word Saskatchewan, for example. Very few
people in Canada can spell this word correctly. Break it into smaller parts. Sask - at - chew - an. Or how about New Brunswick’s capital city? Fred - eric - ton. Can you see smaller words inside the longer word. Often remembering the smaller word within the larger word will provide the key to remembering the correct spelling.

 SPELLING PRACTICE

Exercise 1

1. Copy this week’s words into your notebook.
2. Break each word into syllables or meaningful sections, whichever seems best.
3. Write the syllables or sections beside each list words. (e.g. em...barr...ass)
4. Use this to help you learn this week’s words.
5. Then test how well this strategy worked for you by having a classmate or a friend dictate the list to you before the actual test.

Exercise 2

In your notebook, complete the sentences below with the correct spelling. Many of the sentences contain ”hints” that may help you. Try to remember the hints.

1. He blushed with emb______ment. (What do the 2 missing syllables sound like?)
2. His ______ary typed the letter in secret.
3. The will be wed on W______nesday.
4. That nun’s pro_____ciation of Latin is perfect.
5. Take advantage of our ten dollar main_____ance check.
6. He labored\(^4\) for years in the ______atory to find a cure.

7. If you score a par on this golf course, you are in a separate category.

8. The **ten dents** in your car occurred in the superin_______’s garage.

9. Make an appointment with the ______iastrist or the ______ologist.

10. In case of an emergency, _____gen masks will drop in front of you.

11. If you get your feet wet, you may catch _____monia.

12. This belt is made from _____ine snake skin.

13. He received gover_____ent loans for $110,000.

14. **Are you** leaving in Feb_____ary\(^5\)?

15. I am grateful for your con______ulations.

**Exercise 3**

Break the rest of the words in this week’s lesson in shorter sections or syllables to help you learn them more easily. If possible, make a “clue sentence” to help you remember the harder parts of the word.

carburetor                aluminium
temperature               opportunity
desperate                 exhilaration
jewellery                 hemhorrhage
environment              perseverance
restaurant                disastrous
guarantee                 performance

\(^4\) You have to use the American spelling of “labor” to make this clue work.

\(^5\) The first two words in this clue can be read as the missing letters “r” and “u”.
WEEK 3

✓ SPELLING LIST

panicky * skiing
trafficking* condemn
mimicked* desperate
colicky* development
shellacked* thorough
publicity thorough
accommodate lieutenant
ecstasy sergeant
Britain pamphlet
prejudice mischievous

⏰ SPELLING STRATEGY

1. When learning the correct spelling of a word, be sure to identify the part of
   the word or the letter combination that may confuse you. For example, many
   people have trouble remembering the vowel combination at the end of the
   word “Britain”. Is it “ai” or “ia”? Perhaps underlining the troublesome areas
   may be enough, but some people find that if they practise writing the word
   using a red (or contrasting coloured pen) to highlight problem letter
   combinations, they learn more quickly. Some of the words in this week’s
   lesson are particularly suited to this spelling strategy. Try it.

2. The letter “c” can sound like k (“hard” c) or like s (“soft” c). The sound of
   “c” is always hard k when it is the last letter in a word. The words in this
   lesson marked with an asterisk (*) all have root words that end in “hard” c.
   When a suffix beginning with “e”, “i”, or “y” is added to a root of words
   like “panic”, a “k” is always added first. This is done to maintain the hard
   “c” sound found in the root word.
SPELLING PRACTICE

Exercise 1

1. Copy the words in this week’s lesson into your notebook.

2. Beside each word you have written, rewrite it using some visual cue to highlight the problem letter combinations.

2. Write sentences for each spelling word. Try to write the list word from memory.

Exercise 2

Fill in the blanks with the correct spelling of one of this week’s list words. Try no to look back at the spelling list unless you have to.

1. Downhill sk_____ is one of the most popular events at the Winter Olympics.

2. Did you know that in Great Brit_____ apologize is spelled with an “s”?

3. The last two letters in conde_______ follow each other in the alphabet.

4. In the military, a l________ is ranked higher than a s___________.

5. Children learn by mim_______ things they see around them.

6. Don’t get pan_____ when you see your Visa bill. They made a mistake.

7. Molly and the maid did a th_______ cleaning th_____ out the entire house.

8. The town sent a pam______ on recycling to every household.

9. The shipwrecked fishermen were des_____ly hungry when rescued.

10. Use the “i” before “e” rule to spell the words _________ and _________ from this week’s spelling list.
11. Were they convicted of tr________ing in narcotics?

12. There are only three “e”s in the word d________ment.

**Exercise 3**

Write a story or essay using as at least ten of the words from this lesson. Make it a silly story if you like. Studies have shown that the sillier the story, the more likely you are to remember.
WEEK 4

☑️ SPELLING LIST

equipped equip equipment
disregarded regrettable dependence
did excel excel excellent
did previewing residence
did controlling kidnapped
did witless baggage
did preferred preference
did compel compelling
did occur writing
did occurrence rebellion

clock

⏰ SPELLING STRATEGY

1. Learn and understand how to apply another spelling rule.

When adding an suffix beginning with a vowel (such as -able, -ing, -ed, or -er), double the final consonant of the root word if....

1. it ends with a single consonant preceded by a single vowel.
2. its last syllable is stressed. (Ask your instructor to demonstrate this concept or check the dictionary.)

A word must have both characteristics for the rule to apply. The rule sounds complicated but it will be clearer if you take it step by step.

begin + er - ends with a single consonant beginner
- preceded by a single vowel
- stress on last syllable
- double the final consonant
control + ed - ends with a single consonant
- preceded by a single vowel
- stress on last syllable

controlled

drop + ing - ends with a single consonant
- preceded by a single vowel
- stress on last syllable
- **double** the final consonant

dropping

BUT

appear + ing - ends with a single consonant
- **BUT** is preceded by two vowels
- do **not** double the final consonant

appearing

turn + ing - ends with two consonants
- do **not** double the final consonant

turning

open + er - ends with single consonant
- preceded by a single vowel
- final syllable not stressed
- do **not** double the final consonant

opener

Note: For words like **equip, quit, and quiz**, do not consider the “ui” as a double consonant but rather as a part of the consonant “q”.

**SPELLING STRATEGY (cont’d)**

2. Many people make spelling mistakes because they don’t know whether to double a consonant that comes in the middle of a word. Although there are exceptions, here’s a tip to make it easier, especially if you listen to the vowel sound that comes right before the consonant you’re wondering if you should double.

In general, you can decide whether to double a consonant in the middle of a
word by listening to the vowel sound that precedes it. If the vowel makes a short sound (as in bãt..., bì t..., bit..., dót..., büt...), the consonant that follows is *often* doubled. Check the following words. Pronounce each word, listening for the vowel sound before the double consonant. Do your hear the short vowel sounds of ā, ē, ĭ, ō, ŭ before each double consonant?

<table>
<thead>
<tr>
<th>battle</th>
<th>cattle</th>
<th>latter</th>
<th>rattle</th>
</tr>
</thead>
<tbody>
<tr>
<td>cellar</td>
<td>stellar</td>
<td>better</td>
<td>settle</td>
</tr>
<tr>
<td>bitter</td>
<td>written</td>
<td>glimmer</td>
<td>riddle</td>
</tr>
<tr>
<td>cotton</td>
<td>gobble</td>
<td>tomorrow</td>
<td>coddle</td>
</tr>
<tr>
<td>butter</td>
<td>dullard</td>
<td>gutter</td>
<td>puddle</td>
</tr>
</tbody>
</table>

If the vowel makes a long sound (as in fâte, wrîte, brôke, cúte), the consonant that follows is usually single. Check the following words and listen for the long vowel sound that comes before the single consonant.

<table>
<thead>
<tr>
<th>cater</th>
<th>later</th>
<th>relation</th>
<th>crater</th>
</tr>
</thead>
<tbody>
<tr>
<td>bite</td>
<td>writer</td>
<td>criteria</td>
<td>Midas</td>
</tr>
<tr>
<td>focal</td>
<td>foment</td>
<td>topaz</td>
<td>molar</td>
</tr>
<tr>
<td>butane</td>
<td>curate</td>
<td>cucumber</td>
<td>mucus</td>
</tr>
</tbody>
</table>

There are many exceptions to this rule, but it is a good “trick” if you are stuck and can’t make up your mind whether to double the consonant or not.

**SPELLING PRACTICE**

**Exercise 1**

1. Copy this week’s spelling list into your notebook.
2. Think of at least five more words that also double the final consonant before adding an ending. Add them to your list.
3. Write 5 words that have short vowel and a doubled consonant in the middle.
4. Write 5 words that have a long vowel and a single consonant in the middle.
5. Now look at the words in this week’s spelling list carefully. Analyse each word to see whether it follows the rule.
Exercise 2

Write one sentence for each of the words in the spelling list for this lesson. If you are not sure of the meaning, look the word up in the dictionary. Submit your sentences to your instructor for marking.

Exercise 3

1. Pay particular attention to the following words. Pronounce each pair of words in dark type. What do you notice about the pronunciation of each? What do you notice about the spelling of each word when a suffix is added?

<table>
<thead>
<tr>
<th>root word</th>
<th>suffix</th>
<th>combined</th>
<th>root word</th>
<th>suffix</th>
<th>combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>refer</td>
<td>+ed</td>
<td>referred</td>
<td>refer</td>
<td>+ence</td>
<td>reference</td>
</tr>
<tr>
<td>prefer</td>
<td>+ed</td>
<td>preferred</td>
<td>prefer</td>
<td>+ence</td>
<td>preference</td>
</tr>
<tr>
<td>confer</td>
<td>+ed</td>
<td>conferred</td>
<td>confer</td>
<td>+ence</td>
<td>conference</td>
</tr>
<tr>
<td>infer</td>
<td>+ed</td>
<td>inferred</td>
<td>infer</td>
<td>+ence</td>
<td>inference</td>
</tr>
<tr>
<td>transfer</td>
<td>+ed</td>
<td>transferred</td>
<td>transfer</td>
<td>+ence</td>
<td>transference</td>
</tr>
<tr>
<td>defer</td>
<td>+ed</td>
<td>deferred</td>
<td>defer</td>
<td>+ence</td>
<td>deference</td>
</tr>
</tbody>
</table>

2. Use your dictionary to check your pronunciation of each word. In your notebook, write each pair of words using the phonetic symbols from the dictionary. What do you notice about the placement of the accent mark (') in each pair.

3. Write a sentence that explains in your own words when to double the final consonant before adding a suffix and when to leave a single consonant before adding a suffix.
Exercise 4

1. Knowing the difference between the following pairs of words is important. Consider the words **bare** (to uncover or expose) and **bar** (to close or prevent) when a suffix is added:

   Clear cutting of trees **bared** the landscape.
   The guard **barred** the door so he couldn’t escape.
   The dog was **baring** his teeth in anger
   After **barring** the door against the intruder, he got his gun.

Copy the sentences below into your notebook, supplying the correct word.

1. The prisoner’s back had been ________ and the cell door _____________.
   (bared, barred)

2. My sister was ___________ an antique chair and _______________ the fruit.
   (canning, caning)

3. He _______________ at Robin Williams who had _______________ in that recent television special. (stared, starred)

4. The thrifty workman__________ paint from the wood the builder had piled to be _____________ and sent to the dump. (scraped, scrapped)

5. Martha was ____________ because the dog had tracked mud on the floor she had just finished ____________. (moping, mopping)

6. The ________ wife checked her husband’s speech, carefully _______ each “i” and crossing every “t”. (doting, dotting)

8. The United Nations’ nurses were ___________ from village to village with medications for ___________ the country of measles. (riding, ridding)

9. After the vet fixed the rabbit’s paw, it__________ better than we _________.
   (hoped, hopped)
10. First, she_________the paint from the toy horse; then she_________the toy to look like a zebra. (stripped, striped)

**Exercise 5**

Complete each sentence below by choosing the correct word from the box.

<table>
<thead>
<tr>
<th>bared-barred</th>
<th>hoping-hopping</th>
<th>pined-pinned</th>
<th>rated- ratted</th>
</tr>
</thead>
<tbody>
<tr>
<td>planed-planned</td>
<td>robing-robbing</td>
<td>staring-starring</td>
<td></td>
</tr>
<tr>
<td>wagging-wagging</td>
<td>fated-fatted</td>
<td>mated-matted</td>
<td></td>
</tr>
</tbody>
</table>

1. The religious leaders are ___________ for the ceremony.
2. The carpenter_______________ the long board.
3. We were________________your plans would change.
4. The dog’s______________tail welcomed us.
5. The gangster said, “You shouldn’t have ____________on me, Bugsy.”
6. In Biblical times, they killed a _____________calf to celebrate the return of a long lost son.
7. The rabbit was_______________ across the lawn.
8. She was_____________ at herself in the mirror.
9. He was _________from the nightclub because of his violent behaviour.
10. The loons___________for life and produced many broods of chicks.
11. She_______________the pattern to the cloth.
12. She is___________in a movie about dinosaurs.
13. Police caught them____________a bank.
14. In her grief, she slowly_____________away.
15. The army is_____________war in the western area.

Exercise 6

Some of the words in this exercise double the consonant before adding the suffix; others don’t. In your notebook, write the correct spelling for each new word.

1. master + ful ______________ 11. prefer + ence ____________
2. remit + ance _____________ 12. equip + ed ______________
3. cancel + ation_____________ 13. bat + er________________
4. gas + eous_______________ 14. wit + less_______________
5. occur &ence______________ 15. admit + ance____________
6. crochet & ing____________ 16. rip + ing_______________
7. endanger & ed___________ 17. ship + ment_____________
8. picket & er______________ 18. bag + age_______________
9. solicit + ing_____________ 19. control + ing____________
10. unreach + able__________ 20. equal + ed______________

Note: The American spelling for some words in this lesson does not require the doubling of the final consonant: e.g. traveler, cancelation, equaled, etc. If you prefer American spelling, check a good dictionary for acceptable spellings. Inform your instructor of your choice.
WEEK 5

✔️ SPELLING LIST

- necessary
- descendant
- occasion
- address
- existence
- discipline
- cemetery
- exaggerate
- academic
- mathematics
- arctic
- gauge
- assassin
- rhyme
- chocolate
- rhythm
- courteous
- soliloquy
- dependent
- vacuum

⏰ SPELLING STRATEGY

Many of the words in this week’s list lend themselves to a spelling strategy called **mnemonics**. Mnemonics are little stories or mental pictures you create for yourself and then associate with something you need to remember.

For example, how many “c”s and “s”s does the word “necessary” have? Try this mnemonic to help you remember. If “c” = ¢ (as in cents) and “s” =$ (as in dollars), then in order to live well it is necessary to have more “$” than “¢”; therefore, there is one “c” and two “s”s in “necessary”.

Using the word “occasion” as another example, imagine that you have been invited to Buckingham Palace to have tea with the queen. On such a grand occasion, you can be sure that the food would be elegant....so you would have only one sardine but at least two cupcakes to eat, so there is one “s” and two “c”s in “occasion”.

One final example involves the word “cemetery”. To spell this word correctly, you need to remember that all the vowels are “e”s. Picture yourself in a spooky graveyard at night. Over every tombstones hovers a ghost squealing “eeeeeeeeee”. To make this work most effectively, you must take a minute to
actually picture yourself in the scene, or else to draw a real picture.

This technique may seem a little frivolous but, in fact, its success comes from the silliness of the stories. The sillier the story you create, the more likely the mnemonic technique is to work for you. So, go ahead and have a good time with this strategy. (The sentences in Exercise 2 in Week 2, that contain clues, are also a form of mnemonics)

🔗 SPELLING PRACTICE

Exercise 1

1. Copy this week’s words into your notebook carefully.
2. For each of the remaining 17 words, create your own mnemonic. You may also want to create your own mnemonic for the examples given above. Research proves that mnemonics work best when you create your own rather than using someone else’s
3. Write a brief explanation or draw a picture beside each list word to explain how each mnemonic you created works.

Exercise 2

Now use the mnemonics you created to fill in the blanks below with the most appropriate word from this lesson. Write your answer in your notebook, and try not to look back at the spelling list as you do this exercise.

1. Our sales clerks must be both pleasant and ____________.
2. Completing a correspondence course requires a lot of self-___________.
3. You can tell the difference between a polka and a samba by the ____________.

_____________________

^6 not serious
4. Hamlet’s ____________ begins, “To be or not to be”.

5. Many Inuit live in the Canada’s far north near the ____________ Ocean.

6. On the ____________ of their 50th anniversary, they had a big party.

7. Good study habits are ________________ for success.

8. The judge sentenced the ________________ to life in prison without parole.

9. Sue bought a small ________________ to pick up crumbs in the kitchen.

10. The words cat, hat, and mat ____________ because each ends with the same sound.

11. Students in _________ Upgrading can register here.

12. She claimed her son as a ____________ on her tax return.

13. Check the oil pressure __________ on your car regularly.

14. His family tree listed all her ____________.

15. Fishermen tend to ________________ the size of the fish they catch.
WEEK 6

This week you will not have a regular list of words. Instead you will complete a number of exercises that will help you investigate the various ways that English forms the plurals of some words. Many spelling errors occur because writers are uncertain about how to form plurals.

At the end of this lesson, your instructor will give you a spelling test on plurals based on any of the words in the first six lessons.

SPELLING STRATEGY

Rule 1:
Most words form their plural by adding “s”.

Rule 2:
Words ending in “s”, “x”, “ch”, “sh” often form their plural by adding “es”.

Compare the plural form of the words below.

barn...barns  
gas...gases  
crate...crates  
crunch...churches  
horse...horses  
box...boxes  
car...cars  
mattress...mattresses  
channel...channels  
dish...dishes

SPELLING PRACTICE

Exercise 1

1. Copy this list into your notebook.
2. Find ten more words that form their plural by adding “s” and ten that form their plural by adding “es”. Add them to your list.
Rule 3:
Some words that end in “f” form their plurals by changing the “f” to “v” before the ending. Some have irregular plural forms and should be memorized.

Exercise 2

Use both an Oxford and Webster dictionary to find the correct plural forms of these words. What do you notice? What decision do you have to make? Copy the plural forms into your notebook.

1. calf  6. elf  11. half  16. knife  
2. leaf  7. life  12. loaf  17. self  
3. shelf  8. thief  13. wife  18. wolf  
5. chief  10. mischief  15. cuff  20. brief

Rule 4:
Here’s another rule that will help you create plurals correctly. When the last two letters of a word are a vowel followed by “y”, keep the letter “y” and add the ending.

monkey...monkeys  boy...boys  
donkey...donkeys  survey...surveys  
play...plays  delay...delays  
pay...pays (but, paid)  buy...buys  
day...days  guy...guys

Rule 5:
If the last two letters of a word are a consonant followed by “y, the “y” changes to “i” before the suffix is added.

city...cities  study...studies  copy...copies  
oddity...oddities  subsidy...subsidies  vanity...vanities
Rule 6:
Nouns ending in “o” **usually** form their plural by adding “s”.

- studio...studios
- ego...egos
- piano...pianos
- zoo...zoos
- hippo...hippos
- silo...silos
- tatoo...tatoos
- kangaroo...kangaroos

There are some exceptions that you should make a special effort to learn.

- echo...echoes
- potato...potatoes
- embargo...embargoes
- hero...heroes
- tomato...tomatoes

Rule 7:
A number of other words ending in “o” may form their plurals by adding either “s” or “es”. When in doubt, check a good dictionary to find the acceptable plural form.

- banjo
- halo
- motto
- zero
- buffalo
- cargo
- tornado

Exercise 3

Find two more examples for each of the rules above. Copy the lists in your book.

Rule 8:
Some words form their plurals in an unusual way. Because English contains many words borrowed from other languages, these words often form their plurals the way they did in their language of origin. These irregular plurals must also be learned thoroughly.

Exercise 4
Use your dictionary to determine the correct spelling of the plurals of the following words. Write sentences using each of the plural forms of the words below.

- crisis*
- foot
- deer
- louse
- father-in-law
- formula
- handful
- oasis
Exercise 5

Try to write the correct plural form (or forms) of each of these words in your notebook. If you need to, review the rules for forming plurals.

1. birch
2. wharf
3. cargo
4. fish
5. reply
6. box
7. midwife
8. datum
9. goose
10. crisis
11. fax
12. try
13. leech
14. criterion
15. hoof
16. radio
17. turkey
18. bunny
19. mother-in-law
20. ox
WEEK 7

✔ SPELLING LIST

fascinate    grammar    harass    interfere
manoeuvre (maneuver)    persuade    professor
roommate    subtle    surprise

hypocrisy    gynecologist    incredible    lightning
mysterious    picnicking    questionnaire
shining    subtly    technique

⏰ SPELLING STRATEGY

Experts say that there are three kinds of learners.

        Visual learners...............who learn best by seeing,
        Auditory learners...........who learn best by hearing,
        Kinesthetic learners.........who learn best by doing.

Which kind of learner are you? Think about how you learn most easily. Can you learn how to fix something by watching a video (visual), or do you need to get in there and do it yourself by trial and error (kinesthetic)? Could you learn how to multiply fractions if a friend told how you over the phone (auditory)? Everyone learns using a combination of these techniques but usually one is more effective. A lot of your academic success in any subject depends on how accurately you assess and meet your own personal learning style.

Pay attention to what you do best and how you learned it. Try to remember something you learned easily and then recall how you learned it. If you’re not sure about the learning style that suits you best, start paying attention to which kind of
learning methods work for you and which ones don’t bring very good results. Don’t get impatient. It may take you a while to determine how you learn best.

**Strategies for Visual Learners**

Have you had success in this spelling programme or other courses by just looking at the words or reading them? If so, maybe you are a visual learner. A strategy that often works for visual learners is to make flash cards. Write each spelling word on a separate card, about the size of a business card, and post them around your home and work area. Then every time you are making supper, you will see the correct spelling of the words you are learning that week. Another way to use flash cards is to put a picture on the reverse side that will remind you of the spelling word. Then as you walk to school or stand in line at the grocery store, you can review your words by looking at the picture, spelling the new word, and then checking your answer on the front of the card.

**Strategies for Kinesthetic Learners**

Does writing out problem words help? Perhaps you learn kinesthetically, by doing? Perhaps you can use alphabet blocks or magnetic letters to practice spelling.

Some people report that they learn how to spell certain words by touch. Here’s what they do. Some print the word with their finger, tracing each letter on their forearm. Others write the word with their finger on a piece of sandpaper or coarse cloth. Still others use their whole arm to write great big letters in the air. Although these strategies may sound weird, try them if you haven’t already found some good ones that suit your learning style.

**Strategies for Auditory Learners**

If you are an auditory learner, you might find that simply reading the letters in a spelling word aloud will help you remember. Ask a friend to spell the words so you can hear them. Some people report that “singing” the spelling of hard words works for them.

As an auditory learner, you might like to try using a tape recorder. Read each spelling word, followed by its correct spelling (or your biology notes, or your math formulas), onto audio tape. Then play the tape regularly while you wash the dishes or drive to school. Here’s a variation: record the spelling lists, leave a blank space on the tape after every word, and then read the spelling aloud. With this approach,
you can hear the word, then spell it out loud, and then hear the correct spelling immediately afterwards. You can play the tape as often as you like.

**SPELLING PRACTICE**

**Exercise 1**

1. Record this week’s spelling list in your notebook.
2. Look at each word carefully. Which ones follow rules you have already learned? Which ones do you think will give you trouble? Which letter combinations will be hardest for you?
3. Give yourself a pretest before you start to study this lesson to identify the words you will have trouble with.

**Exercise 2**

1. Think about your learning style. What kind of learner do you think you are?
2. Decide on one or more learning strategies that you think might work for you, and apply it to this week’s words. *(If they don’t work, try others)*
WEEK 8

✓ SPELLING LIST

proceed  process
secede   procedure
supersede procession
recede   recession
exceed   excessive
intercede intercession*
succeed  successive
accede   ledger
precede  acknowledge
conscious conscience

(*Universities use the term “intersession” spelled with an “s” to designate the semester between the end of April and the end of June. Intercession, spelled with a “c” has a different meaning.)

☞ SPELLING STRATEGY

1. Some of the words in this week’s lesson contain the sound “seed”. This sound can be represented by three different letter combinations (cede, ceed, or sede). Another area of difficulty relates to the longer version of these words (see right hand column) when the spelling changes with the addition of a suffix. For example, “recede” becomes “recession” when the suffix is added. A good strategy to use when dealing with spelling problems like this is to group words together that have similar letter combinations.

2. A second similar technique is to group new words based on something you already know. Can you spell “science”? If so, you can spell “conscience” and with a small change “conscientious”.)
SPELLING PRACTICE

Exercise 1

1. Copy this week’s spelling list into your notebook.
2. Beneath the spelling list, reproduce this chart and fill in the blanks.

<table>
<thead>
<tr>
<th>words ending in “cede”</th>
<th>words ending in “ceed”</th>
<th>words ending in “sede”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2

1. Arrange the words in the list below in alphabetical order. This will make it easier for you to identify words with similar letter combinations.
2. Then create lists to group words with similar letter combinations. (Some words may appear in more than one list.)

acquaintance  psychology  committee
conscience     physician    ledge
physics        acquire     critic
critical       commitment  acquisition
conscious      psychiatry   criticism
ledger         knowledge   acquit
acquittal      committed   physical
acknowledgement psychic    criticize
science        conscientious  enquire

3. Which words in this week’s list could be grouped together?
4. Review the first seven lessons and find spelling words that could be grouped.
Exercise 3

Fill in the blanks on the next page with an appropriate word from this week’s lesson. Try to complete the exercise without looking at the list of spelling words.

1. The tide will start to _______________ at 4:30.

2. Do not _______________ 50 kph when driving through Blackville.

3. The letter “w” _______________ the letter “x” in the alphabet.

4. After turning right at the lights, _______________ north for one mile.

5. If Quebec were to _______________ from Canada, all Canadians would suffer.

6. John wanted his teacher to _______________ in his dispute with the principal.

7. Prince Charles will _______________ his mother as ruler of Great Britain.

8. The boxer was not _______________ when the referee stopped the fight.

9. His _______________ would not allow him to cheat on the test.

10. Do you know the _______________ for enlarging photocopies?

Exercise 4

1. Write a sentence to demonstrate the correct use of each of this week’s spelling words.

2. Without looking at the spelling list, write the five words that end in “cede”, the three that end in “ceed” and the one that ends in “sede”
WEEK 9

✔️ SPELLING LIST

whether              weather
whine                wine
which                witch
where                wear
led                  lead
loose                lose
choose               chose
than (comparison)    then (time)
gorilla (animal)     guerrilla (terrorist)
past (preposition)   passed (verb)

⏰ SPELLING STRATEGY

The words in this week’s lesson are not difficult if you pay attention to their pronunciation.

Notice the first four pairs of words. Hold your open hand in front of your mouth. Read each pair of words aloud. Which words caused more air to flow onto your hand? What conclusion can you come to regarding the “h” that follows the “w” in the first four words of the left hand column?

Look up the word “lead” in a good dictionary and check the pronunciation. The word “lead” has two pronunciations, depending on how it is used. If pronounced to rhyme with “bead”, it means to show the way or to guide. If pronounced to rhyme with “dead”, it designates the metal.

The word “led”, on the other hand, is used when you mean guiding (or leading) someone or something at some time in the past.

The lead ore was taken to the smelter.

This path will lead you to safety.
Last year, the Blue Jays led the league in home runs.

Examine the following sentences that demonstrate the meanings of the rest of this week’s word pairs.

He wore loose clothing. ("loose" - adjective describing the noun “clothing”)

Don’t lose your concentration when walking on a tight rope. (Verb)

He chooses his friends carefully. (Verb in the present tense)
He chose to ignore the rules. (Verb in the past tense)

He is taller than his brother. (Comparison: mnemonic...both “than” & “compare” have “a”s)
Lightning flashed; then, the thunder rolled. (Time: both “then” & “time” have the letter “e”)

We saw the gorilla in the zoo. (An animal)
The guerrilla tried to overthrow the government. (A soldier)

He passed his final exam. (Verb: meaning “succeeded”)
He passed the truck on the highway. (Verb: meaning “overtook”)
He walked past the store. (Preposition: meaning “beyond”)

_SPELLING PRACTICE_

**Exercise 1**

1. Copy the list of spelling words into your notebook.

2. Write a story using as many of the spelling words as you can.
Exercise 2

Test your knowledge of these word pairs. Write the correct sentences in your notebook.

1. I don’t know (weather, whether)_______ the(weather, whether)________ (which, witch) _________ is moving in from the New England States, will move (passed, past)______ New Brunswick and give us a better spring (than, then) _____ last year.

2. The environmentalists’ demand for the removal of (lead, led) ________ from gasoline could (lead, led) _______ to unemployment in some Canada’s (lead, led) _________ mines.

3. In the (passed, past)_____ , the soliers (choose, chose)_________ to ignore the machine gun attacks made by the (gorillas, guerrillas) __________.

4. When winds reach more (than, then) ________ 100 kph, (than, then) ______ it is time to evacuate homes near the ocean.

5. Never wear (loose, lose) _______ clothing when working near farm machinery, or you may (loose, lose) __________ an arm or a leg.

7. (Which, Witch) __________ (wich, witch) _________ won the prize for the best Hallowe’en costume?
WEEK 10

✓ SPELLING LIST

<table>
<thead>
<tr>
<th>formerly</th>
<th>formally</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothes</td>
<td>cloths</td>
</tr>
<tr>
<td>all ready</td>
<td>already</td>
</tr>
<tr>
<td>ascent</td>
<td>assent</td>
</tr>
<tr>
<td>patients</td>
<td>patience</td>
</tr>
<tr>
<td>residents</td>
<td>residence</td>
</tr>
<tr>
<td>personal</td>
<td>personnel</td>
</tr>
<tr>
<td>reality</td>
<td>reality</td>
</tr>
<tr>
<td>basis</td>
<td>bases</td>
</tr>
<tr>
<td>adverse</td>
<td>averse</td>
</tr>
</tbody>
</table>

⏰ SPELLING STRATEGY (Part A)

You have probably heard people say, “If you can say it correctly, you can spell it.” The words in this lesson sound almost the same but not quite. Practise pronouncing them correctly. Then say the word slowly pronouncing every letter or sound separately. Now simply write the sounds you hear.

✍ SPELLING PRACTICE

Exercise 1

1. Copy the spelling list into your notebook.
2. Use your dictionary to discover the correct pronunciation and meaning of each pair of words.
3. Create a sentence for each word that clearly demonstrates its meaning. Your instructor will correct your work.
Exercise 2

Use your imagination to create an exercise of your own to help someone who is having trouble with these words. Once your work has been corrected, exchange it with a partner.

 Spells Strategy (Part B)

The silent “e” rule combined with the sound of the word may help you with spelling.

1. Short words with long vowel sounds usually end in a silent “e”. (Long vowels make the same sound as their alphabet name.)

   rate          cute          made
   bite          pride         stride
   rope          cube          huge
   Pete          dote          tribe

2. Short words with a short vowel sound, do not usually end with a silent “e”.

   rat           cut           mad
   bit           mat           tub
   pet           dot           spit

 Spelling Practice

Exercise 3

Here’s an activity you can use to find out how auditory learning strategies work for you. Read the first word from the following list of words onto a tape recorder, then slowly and silently count ten. Next spell the word slowly out loud. Continue in the same way with the rest of the words.
Then play the tape back and test your spelling and listening skills by using the blank spaces on the tape to write the word or spell it out loud. Check your spelling carefully.

<table>
<thead>
<tr>
<th>fate</th>
<th>tub</th>
<th>tube</th>
</tr>
</thead>
<tbody>
<tr>
<td>rat</td>
<td>bite</td>
<td>mat</td>
</tr>
<tr>
<td>wade</td>
<td>cub</td>
<td>cube</td>
</tr>
<tr>
<td>mate</td>
<td>cloth</td>
<td>ride</td>
</tr>
<tr>
<td>fat</td>
<td>wad</td>
<td>abide</td>
</tr>
<tr>
<td>bit</td>
<td>hat</td>
<td>spite</td>
</tr>
<tr>
<td>cute</td>
<td>rate</td>
<td>stripe</td>
</tr>
<tr>
<td>rid</td>
<td>cut</td>
<td>strip</td>
</tr>
<tr>
<td>hate</td>
<td>clothe</td>
<td>bid</td>
</tr>
</tbody>
</table>
WEEK 11

✔️ SPELLING LIST

berry (fruit)  bury (funeral)
bore (drill)  boar (male pig)
born (given birth to)  borne (carried)
a lot (always two words)  allot (divide)
seam (in sewing)  seem (appear)
root (of a plant)  route (road)
stake (wooden peg)  steak (cut of meat)
sew (needle & thread)  sow (to plant seeds)
so (conjunction)  vain (proud)
vein (blood vessel)  vane (weather vane)

⏰ SPELLING STRATEGY

As an adult learner, you are developing independent learning skills. Today’s employers are interested in hiring employees who are flexible and can learn new skills easily and quickly. The better able you are to manage your own learning, the more successful you will be in the workplace.

This week you may choose any spelling strategy or combination of strategies that works for you.

📝 SPELLING PRACTICE

Exercise 1

1. Copy this week’s spelling words into your notebook.
2. Use each word in a sentence, and submit your work to your instructor for marking.
Exercise 2

Write a composition that uses all the words in this lesson. Let your imagination go and make the story as funny as you like. Underline each spelling word you used. Your instructor will correct your work.

Contractions

A contraction is a form that combines two or more words, leaving out one or more letters. An apostrophe is used to show where the letter(s) were dropped. Contractions are used frequently in speaking and in informal writing (e.g. friendly letters). They are almost never used in formal or academic writing.

Here is a partial list of common contractions: Look for others in your daily work.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>cannot.....can’t</td>
<td>will not.....won’t</td>
</tr>
<tr>
<td>is not......isn’t</td>
<td>I will........I’ll</td>
</tr>
<tr>
<td>was not..wasn’t</td>
<td>were not.....weren’t</td>
</tr>
<tr>
<td>could not....couldn’t</td>
<td>I have........I’ve</td>
</tr>
<tr>
<td>we are....we’re</td>
<td>you are......you’re</td>
</tr>
<tr>
<td>they are...they’re</td>
<td>who is.......who’s</td>
</tr>
</tbody>
</table>

An apostrophe is also used to represent the missing letters in “o’clock” and “Hallowe’en.

Caution: Two common mistakes happen when writers confuse the contractions “they’re”, “you’re” and “who’s” with the words “their” or “there”, “your”, “whose”. Read the examples below and notice that “they’re”, “you’re”, and “who’s” can always be replaced by their full forms “they are”, “you are”, and “whose”.

You’re (You are) lucky to have a good car.
They’re (They are) are going to Minto next week.
Who’s (Who is) responsible for organizing the New Brunswick Day parade.

Your car runs well.
Their family lives in McAdam.
Whose books are these on the table?
They’re always talking about their work when you’re trying to finish your notes.

There is also confusion between “it’s” and “its”. The contraction “it’s” can always be replaced by its longer form, “it is”.

It’s (It is) funny to watch a cat try to catch its tail.

Exercise 3

Choose the correct word from the brackets. Write the completed sentence in your notebook.

1. Mark and John always take (they’re, their) dog hunting.
2. Why don’t you tell me where (you’re, your) going?
3. The answers (they’re, their) looking for will be hard to find.
4. (Who’s, Whose) going to arrange that meeting?
5. (You’re, Your) coat is hanging in the closet.
6. Sue knows (who’s, whose) shoes these are.

Exercise 4

Write the correct form of the contraction to replace the underlined words.

1. I have not seen your brother in weeks.
2. Her relatives cannot travel to her wedding in Miramichi.
3. Will you not be glad when summer comes?
4. It is a good to go hiking in the woods.
5. We are never sure how to tie those flies.
6. I have never been so surprised.

7. The students could not find the right location.

**Exercise 5**
You may choose to write a review test based on any 50 words presented so far.
WEEK 12

 ✓ SPELLING LIST

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>noisy</td>
<td>encouragement</td>
</tr>
<tr>
<td>apologizing</td>
<td>courageous*</td>
</tr>
<tr>
<td>annoyance</td>
<td>legislator</td>
</tr>
<tr>
<td>legislative</td>
<td>lovable</td>
</tr>
<tr>
<td>residence</td>
<td>sensible</td>
</tr>
<tr>
<td>manageable*</td>
<td>management</td>
</tr>
<tr>
<td>outrageous*</td>
<td>motivation</td>
</tr>
<tr>
<td>argument*</td>
<td>changeable*</td>
</tr>
<tr>
<td>truly*</td>
<td>ninety</td>
</tr>
<tr>
<td>ninth*</td>
<td>sincerely</td>
</tr>
</tbody>
</table>

⏰ SPELLING STRATEGY

Here’s another spelling rule that may help you avoid some common mistakes.

For words ending in a silent “e”, the “e” is usually dropped before suffixes beginning with a vowel.

Study the following examples until you begin to feel comfortable with the rule.

improve + ing.....improving
(drop the silent “e” because the suffix starts with a vowel)

improve + ment...improvement
(keep the silent “e” because the suffix starts with a consonant)

amuse + ed...amused
(drop the “e” because the suffix starts with a vowel)
The words marked with an asterisk (*) in this week’s spelling lesson do not follow the rule. Find the words “ninth”, “truly”, and “argument” in the spelling list. Each has dropped the silent “e” before adding a suffix that starts with a consonant. You will need to make a special effort to learn these.

The spelling of the remaining words marked with asterisks (*) can be explained by looking at their pronunciation. Pronounce each of the words below and listen to the final sound you hear in each word.

courage encourage outrage
change notice service
manage advantage

The letter “c” can sound like a k (“hard” c) or like s (“soft” c). The letter “g” can sound like “guh” (“hard” g) or like a “j” (“soft” g). Which sounds of “c” and “g” did you hear in each word above? In each case, it was a “soft” sound.

For more information on the hard and soft sounds of “c” and “g” look at this chart.
The letters “c” and “g’ usually have a hard sound when they are followed by “a”, “o”, or “u”; they usually have a soft sound if they are followed by an “e”, “i”, or “y”.

The words “manage”, “courage”, “outrage”, “change”, “notice”, “service”, (and others) end in “ce” or “ge” and have the soft sound of “s” or “j”.

If you follow this week’s spelling rule and remove the silent “e” from words like “courage” and “notice” (before adding “ous” or “able”), you would have words in which the “c” or “g” are followed by an “a” or an “o”. The pronunciation of the word would be forced to change. “Notice” + “able” would become “noticeable” and rhyme with “cable”; “manage” + “able” would become “managable” and would rhyme “gable” In order to maintain the soft sound in the root word, keep the “e” before adding the suffix that starts with an “a” or an “o”.

Here is the correct spelling of several words that fall into this category:

<table>
<thead>
<tr>
<th>Vowel</th>
<th>“c” and “g” usually have hard sounds before these vowels</th>
<th>“c” and “g” usually have soft sounds before these vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A”</td>
<td>“c”andy</td>
<td>“g”ate</td>
</tr>
<tr>
<td>“E”</td>
<td></td>
<td>“c”entre “g”entle</td>
</tr>
<tr>
<td>“I”</td>
<td></td>
<td>“c”inder “g”inger</td>
</tr>
<tr>
<td>“O”</td>
<td>“c”otton “g”old</td>
<td></td>
</tr>
<tr>
<td>“U”</td>
<td>“c”ute “g”un</td>
<td></td>
</tr>
</tbody>
</table>

Note: For the words “likable”, “lovable” and “movable”, Merriam Webster’s Collegiate Dictionary gives an alternate spelling of “likeable”, “loveable”, and “moveable”.

manageable advantageous
courageous outrageous
changeable noticeable
serviceable traceable
SPELLING PRACTICE

Exercise 1

Copy this week’s spelling words into your notebook. Pay particular attention to the correct spelling of the words with an asterisk (*).

Exercise 2

Use the rule in this lesson to create the correct spelling for the words on the next page. Check your answers carefully. If you have even one mistake, review the rule and do the exercise again.

   1. stale+ness   13. illustrate+ed
   2. come+ing   14. genuine+ly
   3. approve+al   15. senate+or
   4. taste+ed   16. opaque+ness
   5. hate+ful   17. complete+ly
   6. imagine+ary   18. smoke+less
   7. time+ing   19. wait+ed
   8. one+ness   20. make+ing
   9. legislate+or   21. large+ness
  10. obscure+ly   22. purpose+ly
  11. tame+ing   23. opportune+ly
  12. like+ly   24. white+ness

Exercise 3

Record the correct spelling of each word in your notebook. Ask your instructor to correct your work.

   1. desperate+ly   2. rare+ly
   3. crackle+ing   4. atone+ment
   5. mate+ing   6. apologize+ing
7. encourage+ment 8. change+able
9. desire+able 10. interfere+ence
11. defuse+ible 12. remove+able
13 remove+able 14. notice+able
15 date+able 16. love+able
17. heave+ing 18. continue+ance
19. mange+y 20. noise+y

Exercise 4

Decide whether it is necessary to insert and “e” in the blanks below in order to spell the word correctly. Enter the correct spelling in your notebook, and then have your instructor check your work.

1. apologiz___ing 11. bereav___ment
2. encourag___ment 12. mov___able
3. nois___ 13. officiat___ing
4. issu___able 14. valu---ation
5. fam___ous 15. valu___less
6. courag___ous 16. amus___ment
7. servic___able 17. lik___ness
8. tru___ly 18. sincer___ly
9. fleec___y 19. lov___ly
10. admir___able 20. mov___able

Exercise 5

1. In a full sentence, explain why the word “publicity” does not contain a “k” as do words like “panicky” or “colicky”.
2. In a full sentence, explain why the word “sergeant” needs an “e” after the “g”.
3. Look up the word “sergeant” and “lieutenant” in an American dictionary. What is the etymology of these words? How is “lieutenant” pronounced in the United States?
4. Now look up “lieutenant” in the Oxford dictionary. What did you discover about the pronunciation of the word? Why do you think the difference exists? How should Canadians pronounce the word? How do they pronounce it?
Exercise 6

The following letter contains twenty spelling mistakes. Write the correct spelling for each misspelled word in your notebook.

Fly By Night Home Renovations
1234 Snow Street
Sampletown, NB

February 14, 19__.

Dear Mrs. Smith;

This letter is in acknowledgment of your recent phone call. We sincerely regret that you are not happy with our renovation work. We apologize for any annoyance you may have experienced from the noisy equipment operating outside your residence until midnight on the ninth of January. In addition, we also agree that there was a noticeable odour in your basement after our work was completed.

There can be no argument with your statement, “Your work is awful. I would be happier living in a barn next to a highway.”

We will not even attempt to excuse our faulty workmanship. Instead we would like to meet with you to discuss a manageable solution to this problem. You were indeed both courageous and sensible to have referred your complaints directly to our president. Once we receive your complaint in writing, we will be glad to make the required repairs and ensure that your home is once again liveable and a credit to the neighbourhood.

Yours truly,

Jack Brown
WEEK 13

✔️ SPELLING LIST

tragedy          tremendous
trial           trail
vial            vale
vague           vicious
unanimous       until
valuable        villain
excitement      pumpkin
equivalent      language
ophthalmologist relevant
canonical

⏰ SPELLING STRATEGY

If you know you always have trouble spelling a word (like occurrence), find two or three synonyms (event, happening, incident, affair, situation). Then use them rather than taking a chance on spelling “occurrence” incorrectly in a business letter or on a test.

The Hyphen
The hyphen (-) is really a spelling device. It is often used to join compound words. Your dictionary will help you if you are not sure whether a word needs a hyphen.

mother-in-law     able-bodied     X-ray
good-bye          old-fashioned   head-to-head

A hyphen is also used to join some descriptive phrases if they come before a noun.

a well-known actor a brown-eyed girl
a six-year-old child some soft-spoken words
some out-of-date equipment      chocolate-dipped cherries

When the describing words come after the noun, do not use a hyphen.

an actor who is well known     a girl with brown eyes
He is six years old.            her words were softly spoken
The computer is out of date.    They bought cherries dipped in chocolate

You should also use hyphens when writing numbers like these.

twenty-one           sixty-eight       forty-four
one-third full      a two-thirds majority

Watch for hyphenated words as you read. If you are confused, consult a dictionary or style book.
WEEK 14

✔ SPELLING LIST

absence  amateur
adolescent (person)  adolescence (time)
bachelor  appropriate
association  auxiliary
cafeteria  calendar
characteristic  correspondence
cylinder  curiosity
doesn’t  eligible
emphasis  envelope
explanation  forfeit

⏰ SPELLING STRATEGY

Here is another spelling rule you may find useful. If the last two letters of a word are a consonant and “y”, the “y” changes to “i” before adding these suffixes. (s, al, ed, er, es, ly, ness, etc.)

deny...denies  rely...relied
deny...denial  lazy...laziness
busy...business  happy...happiness
forty...fortieth  fifty...fifties
costly...costlier  mercy...merciful

deny...denies  rely...relied
deny...denial  lazy...laziness
busy...business  happy...happiness
forty...fortieth  fifty...fifties
costly...costlier  mercy...merciful

If the last two letters of a word are a vowel and “y”, just add the suffix.

monkey...monkeys  turkey...turkeys
toy...toys  fray...frays
SPELLING PRACTICE

Exercise 1

1. Copy the spelling words into your notebook.
2. Underline the problem area in each word.
3. Decide on a strategy for mastering each word.
4. Create your own practice exercise.

Exercise 2

Write the correct spelling of each word below.

1. gay + ly. _____________________
2. pay + ed_____________________
3. say + ing____________________
4. obey + ing___________________
5. joy + ful_____________________
6. say + ed_______________________
7. try + al______________________
8. lonely + ness_________________
9. happy +ly____________________
10. enemy + es__________________
11. busy + ness__________________
12. bury + al____________________
Exercise 3

Use the information in this week’s spelling strategies to add suffixes to the words below.

1. (es) enemy___________________
2. (ly) easy_____________________
3. (ing) study____________________
4. (ness) busy____________________
5. (er) carry_____________________
6. (ed) deny_____________________
7. (al) try_______________________
8. (es) family____________________
9. (ness)  happy_____________________
10. (ing)  copy_____________________
11. (er)   lonely_____________________
12. (est)  dirty_____________________
13. (ed)   fry_______________________
14. (al)   bury_______________________

**Exercise 4**

Answer the following questions

1. What is the plural of “emphasis”?  
2. What is the difference between “absent” and “absence”?  
3. What is the etymology of “amateur”? What does this suggest about its meaning?  
4. Create a mnemonic for “cafeteria”  
5. What smaller word can you find in “correspondence”?  
6. Does “forfeit” follow the “i” before “e” rule?  
7. Think of another word that contains the letters “feit”.  
8. What is the root word of curiosity? What do you notice?
WEEK 15

✅ SPELLING LIST

aisle (passageway) isle (island)
alter (place to pray) alter (change)
capital (chief town, excellent) capitol (legislative building)
cite (read aloud) sight (view)
site (location) to (preposition)
two (one plus one) too (also, very)
brake (in a car) break (smash)
canvas (cloth) canvass (solicit)
cereal (breakfast) serial (ongoing)
course (route, school subject)
council (group) counsel (advise)
compliment (praise) complement (complete)
dyeing (colouring) dying (losing life)
principal (main, chief) principle (theory)

⏰ SPELLING STRATEGY

This week’s words (and those for the next couple of weeks) are called homonyms or homophones. They sound the same but are spelled differently. The trick to learning how to use each one correctly has to do with thinking about the meaning of the word every time you write it.

Each lesson will contain a spelling tip meant to help you find the best way to learn to spell these words correctly. Try each one as it is presented and then decide whether it helps you remember.

Here’s the first tip. Ask a friend or classmate to dictate this week’s spelling list to you early in the week. Carefully, correct your work and identify the words that you have spelled incorrectly. Write each problem word out at least 10 times.

Be sure you spell the word silently every time you write it.
Be sure to think about the meaning of the word as you write it.
Do not let yourself to copy the word you are practising from the word above.
Use different coloured pens each time you write the word
Print some of the words you are practising and write others.

A strategy specially useful to the visual learner is called visualization. It is similar to mnemonics but requires a vivid mental picture. For example, when writing the word “altar”, you need to remember to use two “a”s to spell this word. Picture yourself entering a church built like an “A” frame house. Really see the building, right down to the colour of the shingles and the kind of flowers lining the walkway to the front door. In your mind, trace a giant “A” along the roof line. Make sure that you actually “see” the altar and the “A” frame church.

Write each word in this week’s lesson. Create your own mental picture of the meaning and then draw it beside the word. Don’t worry if you’re not an artist. This picture is just for you. Do the same for “alter” but create a different picture, use a different coloured pen, and print the word.

_SPELLING PRACTICE_

Exercise 1

1. Carefully copy the words from this week’s list (along with their meanings) into your notebook.
2. Create a strong visualization for each word.

Exercise 2

In your notebook, write the correct spelling for the word that best fits in the blanks below. Work from memory where possible.

1. The bride walked down the _______ on the island called the _________ of Wight.
2. Do not ______ your plans for my sake.

3. You will find President Clinton in the ______ Building in Washington, D.C.

4. The ______ of the hurricane damage on TV made me more sympathetic.

5. Ask the judge if you can ______ the law in this case.

6. ______ thousand dollars is ______ much ______ pay.

7. Check the _____ mechanism on the roller coaster so people won’t ______ their necks.

8. The crew of the Bluenose III will ______ the city’s businesses to raise funds to buy ______ for the new sails.

9. Oats is considered to be a ______ crop.

10. They caught that ______ killer last week who was terrorizing Fredericton.

11. Use ______ sand in that cement mixture for the best results.

12. He plans to take a physics ______ at the university.

13. ______ Saunders was the founder of Kentucky Fried Chicken.

14. Plant two ______ of corn in each hill.

15. I’ll take your comments as a ______, not an insult.

16. The straw hat __________________ her vacation wardrobe.

17. She is “______” to see your house once you have finished ______ the curtains.

18. His ______ motivation is greed.
19. The class investigated the ______ of electromagnetic forces.

20. Jack Stewart, who is a member of City _______, will _______ you on how to prepare your proposal.

21. Can you name the ___________ cities of Canada’s ten provinces and three territories?

**Exercise 3**

Choose the correct spelling to fit in each sentence below. Record your answers by writing the whole sentence in your notebook.

1. The County (Counsel, Council) meets monthly to discuss local issues.

2. What is the (capital, capitol) of New Brunswick?

3. What is your (principle, principal) reason for attending this meeting?

4. You will have to (alter, altar) those pants before you can wear them.

5. Which (coarse, course) of treatment did he follow?

6. He went (to, too) the store (to, too) buy (two, to, too) loaves of bread and a dozen eggs (two, to, too).

7. That book will (complement, compliment) my course on the Canadian novel.

8. Which (cite, site, sight) did they choose for their new home?

9. Maria made a new (altar, alter) cloth for her church.

10. He is (dyeing, dying) to meet you.
WEEK 16

✅ SPELLING LIST

spaghetti  lasagna*
broccoli  sandwich
cheddar  bologna
produce (vegetables)  asparagus
mozzarella  cinnamon
pasteurized  homogenized
yogurt  mussels
zucchini  tomato (es)
potato (es)  salmon
lobster  casserole

(lasagna - the completed casserole)
(lasagne - the noodles before they are cooked)

⏰ SPELLING STRATEGY

This week you can try another visual learning technique. Cut flash cards measuring approximately 2" by 3" from cardboard or paper. Write each spelling word in large, bold letters on one side of each card. On the opposite side, draw or paste a picture that illustrates each word. Make your pictures as ridiculous as you can. You may even been able to include the problem letter combination as part of your picture.
Exercise 1

1. Copy this week’s lesson into your notebook.
2. Make a set of flash cards. You should choose the words that you have had difficulty learning so far in this programme. Include words from this week’s lesson or your Personal Spelling List. Be sure that you copy the correct spelling of the words you are trying to learn onto the card.
3. With a friend or by yourself, use the flashcards at least six or seven times a day.
WEEK 17

✓ SPELLING LIST

stationery (letters)  
licence (noun)  
their (possession)  
they’re (they are)  
you’re (you are)  
who’s (who is)  
reign (rule)  
through (preposition)  
carrots (vegetable)  
straight

stationary (not moving)  
license (verb)  
there (location)  
your (possession)  
whose (possession)  
rein (on a horse)  
rain  
threw (past tense of throw)  
carats (weight of a diamond)  
strait (body of water)

⏰ SPELLING STRATEGY

One of the most effective methods for learning new material is to review it regularly, even if the final test is still some time ahead. Give your brain a fair chance to perform well. Studying does not mean cramming a day or two before the test. You may be able to memorize the material and answer the questions on the test, but research shows that material you crammed will be forgotten in a short time.

The purpose of coming back to school is to learn things well enough so that they belong to you, so that you own them and can uses them whenever you need them, even if it’s years after you learned it. The way to make things stick in your head is to review regularly: every day, every week.
SPELLING PRACTICE

Exercise 1

Use some of your time this week to start reviewing all the words you have seen in this programme. Use whatever learning strategies work best for you.

Exercise 2

1. Write a separate sentence for each of the twenty words you are learning this week. Be sure the sentence you create clearly demonstrates its correct use.

2. Submit your sentences for marking by your instructor or a friend whose English abilities you trust. Then recopy your sentences, leaving a blank space every time you used a spelling word. You and others in your group can use these to study from. If you make photocopies first, you can do the exercise more than once.

3. Create a sheet of exercises to go along with this lesson.

4. Once your exercises are 100% correct. Use this sheet to practice your spelling words before the test. You might like to make several photocopies of this so you can do the exercise more than once or exchange them with a friend.
WEEK 18

✅ SPELLING LIST

- personal (relating to self)
- advice (noun)
- desert (sand)
- accept (receive)
- affect (verb)*
- corps (group)
- core (centre)
- quite
- diseased (infected)
- all together (every one)
- personnel (staff)
- advise (verb)
- dessert (sweet)
- except (excluding)
- effect (noun - result)
- corpse (dead body)
- quiet
- quit
- deceased (dead)
- altogether (completely)

⏰ SPELLING STRATEGY

This week you can experiment with a visual learning strategy. You will need a partner to help you. Close your eyes and clear your mind. Have your partner spell the spelling word slowly. Picture each letter on the back of each eye lid as though it were written in bright white (or coloured) light. Concentrate on really seeing the word written in your mind’s eye. Then, strange as it may seem, try to read the letters back to your partner in reverse order. Studies have shown that if you can read the letters of the word backward from memory, you really do know how to spell it.

If this doesn’t work, try making flashcards, and review the whole set at least six or seven times a day. Make sure that you write each letter in clear, dark letters.

When it is time to write your weekly test, clear your mind and focus on recalling and actually “seeing” a visual picture of the word as it was printed on the back of your eye lid or on the flash card.

You may also want to solidify your learning in this lesson by using a mnemonic technique.
SPELLING PRACTICE

Exercise 1

1. Copy the spelling words into your notebook.
2. Be sure to include the meanings for these homonyms.

Exercise 2

1. Write 10 sentences. Each sentence must contain one pair of words from this week’s lesson.
2. Your instructor should correct your work.
3. Rewrite your sentences, but replace the word pairs with blanks.
4. Exchange your sentences with a friend.
5. Try to complete as many different “exercise sheets” as possible.

Exercise 3  Review

Find and correct the twenty misspelled words in the following passage.

On Wednesday, February 19, scientists from all Canada, accept Saskatchewan will proceed to a secret cite somewhere in the Artic to discuss the strategies and principles relating to global warming that are effecting the world’s desserts. The National Counsel for Economic Developement will present six workshops to complement the speeches on the causes of increasing world tempratures. The chemicals witch have been proven to altar the atomic structure of water molecules at upper elevations and destroy the ozone layer will also be discussed.

Participants are expected to read thier conferrence materials before they arrive so that their familiar with recent research and will understand that the problems are not being exagerated. During the final session of the conference, a survey will be conducted to decide what coarse of action is needed and which goverment agencies should be refered to for the best advise.
WEEK 19

✔️ SPELLING LIST

Create your own spelling list for this week. Perhaps you have noticed that you always spell a certain word incorrectly. Maybe you need to learn how to spell some words from science class. Have a look at your personal spelling list. You can use this week to clear the words from your personal spelling list, too. You must, however, have a list of twenty words of your own choosing for this week. Your instructor will dictate your personalized spelling test to you and record the mark.

Once your spelling list is complete, use any of the strategies that you have learned during this programme. Challenge yourself to master all the words on your list.

⏰ SPELLING STRATEGY

Computer “spell checkers” can be useful tools to help you produce a document without spelling mistakes. They are easy to use and reliable. Here’s how they work. When you have completed a piece of writing, “pull down” the Tools Menu and choose Spell Check. The computer then compares every word you have written with each word in its dictionary. If it can’t find a match for a word, it highlights it and reports that you have a spelling error. A list of similarly spelled words appears on the screen and you choose the word you intended to spell. The computer then automatically changes the spelling for you. If you have misspelled the word several times, the computer can change all of the errors at once.

Spell checkers are wonderful tools, but they do have disadvantages. First, the spell checker doesn’t really know how to spell anything. It is up to the writer to know the right spelling and then choose it. Secondly, the machine only recognizes misspelled words. If you wrote “principle” but you intended to write “principal”, the spell checker won’t help you because it recognizes that both words are spelled correctly.

Spell checkers can be really useful, however, when you are trying to find a word that you know you have misspelled. In general, if you type in something that
is close to the correct spelling, the computer will provide you with a list that includes the correct spelling of the word you want.

For information on how to use a dictionary to find the correct spelling of a word, review the section in Module 1, Dictionary Skills
WEEK 20

The last few pages of this module contain an alphabetized list of some of the most commonly misspelled words in the English language. All the words from the weekly lists are included along with others. Review this list and choose thirty words you would like to learn. Then apply the spelling strategies that work best for you as you prepare for the last weekly test in this program.

The final test for this section of the BAU and IAU Academic Upgrading programme will consist of at least 100 words, chosen at random from anywhere in this module. Your instructor may also choose twenty additional words taken from your Personal Spelling List.

In addition, each student is expected to write an essay of at least 250 words without any spelling mistakes.

Here’s the good news. “In 1923 a lexicographer named G. H. McKnight did a comprehensive study of how words are used and found that just forty-three words account for half of all the words in common use, and that just nine account for fully one quarter of all the words in almost any sample of written English. Those nine are: and, be, have, it, of, the, to, will, and you. (Bryson 142)”
# COMMONLY MISSPELLED WORDS

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| accommodate | apparatus | benefit |
| accompanied | apparently | benefitted |
| accomplish | applies | bookkeeper |
| accumulate | applying | brilliant |
| accurate | appreciated | Britain |
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| acquire | arrangement |   |
| across | article |   |
| address | ascend |   |
| adolescence | ascent |   |
| adolescent | assassin |   |
| advantageous | assistance |   |
| adverse / adverse | assistant |   |
| advice / advise | association |   |
| advisable | athlete |   |
| aggravate | attacked |   |
| aisle / isle | attendance |   |
| all together / altogether | attendant |   |
| all ready / already | attitude |   |
| almost | audience |   |
| amateur | authorities |   |
| although | autumn |   |
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committee
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complement/
compliment
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conceivable
condemn
conference
conferred
confidential
congratulations
conqueror
conscience /conscious
conscientious
conscious
consequently
convenience
convenient
correspondence
council /counsel/ consul
courageous
courteous
critic
criticism
criticize
curiosity
cylinder

D
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deceive
decision
defence /defense
defered
definite
definitely
definition
dependent
descend
descendant
describe
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desperate
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development
dictionary
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doughnut
dropped
duplicate

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effect / affect
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eighth
eligible
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elimination
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eminent
emphasize
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enclosure
endeavour
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envelope
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excellence
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excitement
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experience
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permissible
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population
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presence
prevalent
primitive
principal / principle
privilege
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pronounce
pronunciation
protein
psychiatry
psychology
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quality
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questionnaire
quiz
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religion
repetition
restaurant
revolution
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scientific
secretary
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You must spell each word correctly three separate times before you can say you have mastered it.
# PERSONAL RECORD SHEET - SPELLING

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Works Cited


FEEDBACK PROCESS

For feedback, please forward your comments to:

New Brunswick Community College - Woodstock
100 Broadway Street
Woodstock, NB
E7M 5C5

Attention: Kay Curtis
Tel.: 506-325-4866 Fax.: 506-328-8426

* In case of errors due to typing, spelling, punctuation or any proofreading errors, please use the enclosed page to make the proposed correction using red ink and send it to us.

* For feedback regarding the following items, please use the form below:

- insufficient explanations;
- insufficient examples;
- ambiguity or wordiness of text;
- relevancy of the provided examples;
- others...

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<td>Nature of the problem</td>
<td>Proposed solution</td>
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Comments: