

ACADEMIC STUDIES

ENGLISH

**Support Materials and Exercises
for**

SPELLING STRATEGIES



(A 20 WEEK PROGRAMME)

FALL 1998

SPELLING STRATEGIES
ACADEMIC ENGLISH

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This support module may be used with BAU-ENG 6.6, Spelling, and IAU-ENG 2.2, Spelling Review5.

BAU-ENG 6.6	SPELLING
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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.			
TEACHING POINTS			Level
Spelling Rules	1	“i” before “e”	5/6
	2	double consonants before suffixes starting with vowels	5/6
	3	silent “e”	5/6
	4	American/Canadian spelling	5/6
Plurals	5	plurals (including regular and irregular forms)	3/4
Contractions	6	e.g. they’re, they’ve. you’re, won’t, etc.	3/4
Homonyms	7	exact (e.g. piece, peace; here, hear; principal, principle)	5/6
	8	near (e.g. advice, advise; effect, affect)	5/6
Spelling Strategies	9	syllibication	1/2
	10	phonetic analysis	1/2
	11	tactile practice	1/2
	12	written and oral drill	1/2
	13	structural analysis	1/2
	14	mnemonics	3/4
	15	visualization	3/4
	16	flash cards	3/4
	17	dictionary search	3/4
	18	common irregularly spelled words (e.g. weird, a lot, etc.)	3/4
	19	computer spell checkers	5/6
	20	personal spelling lists	all
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.

TEACHING POINTS			Level
Spelling Rules	1	“i” before “e”	7/8
	2	Doubled consonants before suffixes starting with vowels	7
	3	Silent “e”	7
	4	American/Canadian spelling	7
Plurals	5	singular and plural (including irregular plurals)	7
Contractions	6	e.g. they’re, they’ve, won’t	7
Homonyms	7	Exact (e.g. piece, peace; here, hear; principal, principle)	7
	8	Near (e.g. advice, advise; effect, affect)	8
Hyphenation	9	When to hyphenate	8/9
Spelling Strategies	10	Syllibication	7/8
	11	Mnemonics	7/8
	12	Visualization (anecdotal and shape)	7/8
	13	Tactile practice	7/8
	14	Flash cards	7/8
	15	Phonetic and structural generalizations	7/8
	16	Written drill	7/8
	17	Dictionary Search	7/8
	18	Common irregularly spelled words (e.g. weird, a lot, etc.)	7/8
	19	Computer “spell-checkers”	9
	20	Personal spelling lists	7/8/9

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.

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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 credibility¹.

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 standardized² 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 phonetically³, 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 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



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 “A” 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 “Ā” as in neighbour or weigh*” helps you remember that when you hear the long “Ā” vowel sound (like the “Ā” 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 are 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.

“ie”	“ei” after “c”	“ei” = “A”	exceptions “ei”	exceptions “ie”
friend belief	receipt	weigh neighbour	weird	ancient

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

except after “c”

- | | |
|---------------|--------------|
| 9. rec__ve | 12. perc__ve |
| 10. c__ling | 13. dec__ve |
| 11. conc__ted | 14. rec__pt |

or with the sound “ā”

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

exceptions to the exceptions (use “ei”)

- | | |
|-------------|--------------|
| 25. w__rd | 30. __ther |
| 26. s__smic | 31. caff__ne |
| 27. l__sure | 32. cod__ne |
| 28. sh__k | 33. prot__n |
| 29. s__ze | 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 by the vowel combination as either long “ā” or long “ē” in Column C. The first one is done for you.

COLUMN A

1. bel i e ve
2. ch f
3. v l
4. sh ld
5. p ce
6. n ghbour
7. v n
8. fr ght
9. cash r
10. th f
11. r n
12. w ghing
13. ach ve
14. pr st
15. f nd

COLUMN B

- believe
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

COLUMN C

- sound of ē
- sound of _____

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. L <u>eisure</u> time | 2. N_____ Tom nor Dick |
| 2. 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_____esday.
4. That **nun**'s pro_____ciation of Latin is perfect.
5. Take advantage of our **ten** dollar main_____ance check.

6. He labored⁴ for years in the _____atory to find a cure.
7. If you score a **par** on this golf course, you are in a sep_____ate 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_____ary⁵?
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	hemorrhage
environment	perseverance
restaurant	disastrous
guarantee	performance

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

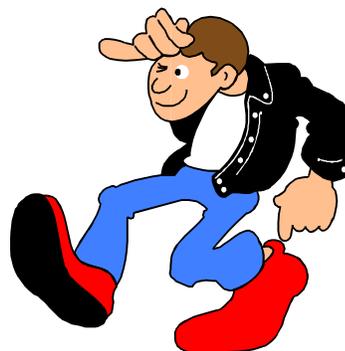
⁵ The first two words in this clue can be read as the missing letters “r” and “u”.

WEEK 3

✓ SPELLING LIST

panicky *
 trafficking*
 mimicked*
 colicky*
 shellacked*
 publicity
 accommodate
 ecstasy
 Britain
 prejudice

skiing
 condemn
 desperate
 development
 thorough
 through
 lieutenant
 sergeant
 pamphlet
 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 not 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 tra_____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	equipment
regrettable	dependence
excel	excellent
previewing	residence
controlling	kidnapped
witless	baggage
preferred	preference
compel	compelling
occur	writing
occurrence	rebellion



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	begin ner
	- 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 băt..., bì t..., bīt..., döt..., 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 you hear the short vowel sounds of ã, ě, ĭ, ǒ, ŭ before each double consonant?

battle	cattle	latter	rattle
cellar	stellar	better	settle
bitter	written	glimmer	riddle
cotton	gobble	tomorrow	coddle
butter	dullard	gutter	puddle

If the vowel makes a long sound (as in fāte, wṛīte, brōke, cūte), the consonant that follows is usually single. Check the following words and listen for the long vowel sound that comes before the single consonant..

cater	later	relation	crater
bite	writer	criteria	Midas
focal	foment	topaz	molar
butane	curate	cucumber	mucus

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?

root word	suffix	combined	root word	suffix	combined
refer	+ed	referred	refer	+ence	reference
prefer	+ed	preferred	prefer	+ence	preference
confer	+ed	conferred	confer	+ence	conference
infer	+ed	inferred	infer	+ence	inference
transfer	+ed	transferred	transfer	+ence	transference
defer	+ed	deferred	defer	+ence	deference

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.

bared-barred	hoping-hopping	pined-pinned	rated- ratted
planed-planned	robing-robbing	staring-starring	
waging-wagging	fated-fatted	mated-matted	

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, Buggy."
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

occasion

existence

cemetery

academic

arctic

assassin

chocolate

courteous

dependent

descendant

address

discipline

exaggerate

mathematics

gauge

rhyme

rhythm

soliloquy

vacuum

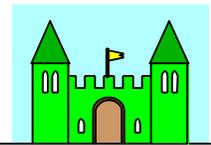


SPELLING STRATEGY

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 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 "eeeeeeeee". 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 frivolous⁶ but, in fact, its success comes from the silliness of the stories. The sillier the story you create, the more likely the mnemonics 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

church...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 |
| 4. scarf | 9. wharf | 14. roof | 19. hoof |
| 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
oddy...oddities	subsidy...subsidies	vanity...vanities

Rule 6:

Nouns ending in “o” **usually** form their plural by adding “s”.

studio...studios	zoo...zoos	tattoo...tattoos
ego...egos	hippo...hippos	kangaroo...kangaroos
piano...pianos	silo...silos	

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

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

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	motto	buffalo	cargo
halo	zero	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*	deer	father-in-law	handful
foot	louse	formula	oasis

ox
datum*
vertebra
criterion*

phenomenon*
sheep
passer-by*
alumnus*

radius*
moose
parenthesis*
analysis*

memorandum
fish
octopus*

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

words ending in "cede"	words ending in "ceed"	words ending in "sede"
1.	1.	1.
2.	2.	
3.	3.	
4.		
5.		

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
conscience
physics
critical
conscious
ledger
acquittal
acknowledgement
science

psychology
physician
acquire
commitment
psychiatry
knowledge
committed
psychic
conscientious

committee
ledge
critic
acquisition
criticism
acquit
physical
criticize
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

whine

which

where

led

loose

choose

than (comparison)

gorilla (animal)

past (preposition)

weather

wine

witch

wear

lead

lose

chose

then (time)

guerrilla (terrorist)

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 soldiers (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

formerly	formally
clothes	cloths
all ready	already
ascent	assent
patients	patience
residents	residence
personal	personnel
reality	realty
basis	bases
adverse	averse



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.



SPELLING 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.

fate
rat
wade
mate
fat
bit
cute
rid
hate

tub
bite
cub
cloth
wad
hat
rate
cut
clothe

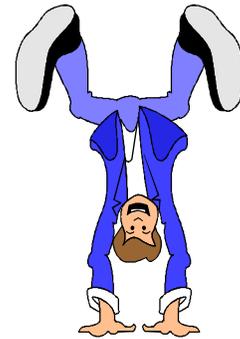
tube
mat
cube
ride
abide
spite
stripe
strip
bid

WEEK 11

✓ SPELLING LIST

berry (fruit)
bore (drill)
born (given birth to)
a lot (always two words)
seam (in sewing)
root (of a plant)
stake (wooden peg)
sew (needle & thread)
so (conjunction)
vein (blood vessel)

bury (funeral)
boar (male pig)
borne (carried)
allot (divide)
seem (appear)
route (road)
steak (cut of meat)
sow (to plant seeds)
vain (proud)
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.

cannot.....can't	will not.....won't
is not.....isn't	I will.....I'll
was not..wasn't	were not....weren't
could not....couldn't	I have.....I've
we are....we're	you are.....you're
they are...they're	who is.....who's

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

noisy	encouragement
apologizing	courageous*
annoyance	legislator
legislative	lovable
residence	sensible
manageable*	management
outrageous*	motivation
argument*	changeable*
truly*	ninety
ninth*	sincerely



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)

amuse + ment...amusement

(keep the silent “e” because the suffix begins with a consonant)

Study these examples closely. Do they follow the rule?

lived

lively

likable

likeness

forcible

forceful

user

useless

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.

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

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”, an “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 “noticable” 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:

manageable	advantageous
courageous	outrageous
changeable	noticeable
serviceable	traceable

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



SPELLING PRACTICE

Exercise 1

Copy this weeks 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 an “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 sincerly regret that you are not happy with our renovation work. We apologize for any annoyance you may have expereinced from the noisy equipment operating outside your residence until midnight on the nineth of January. In addition, we also agree that there was a noticable odour in your basment after our work was completed.

There can be no arguement 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 managable solution to this problem. You were indeed both couragous and sensible to have refered your complaints directly to our president. Once we recieve your complaint in writting, we will be glad to make the required repairs and ensure that your home is once again liveable and a credit to the nieghbourhood.

Yours truely,

Jack Brown

WEEK 13

✓ SPELLING LIST

tragedy

trial

vial

vague

unanimous

valuable

excitement

equivalent

ophthalmologist

religious

tremendous

trail

vale

vicious

until

villain

pumpkin

language

relevant

cantaloupe



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

good-bye

able-bodied

old-fashioned

X-ray

head-to-head

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

a well-known actor

a six-year-old child

a brown-eyed girl

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
reply...replies	cry...cries
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.
2. 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 _____

13. baby + ish _____

14. lay + ing _____

15. ready + ness _____

16. annoy + ance _____

17. copy + ing _____

18. lay + ed _____

19. key + s _____

20. sky + s _____

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)
altar (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)
coarse (thick)	course (route, school subject)
colonel (officer)	kernel (grain, corn)
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

broccoli

cheddar

produce (vegetables)

mozzarella

pasteurized

yogurt

zucchini

potato (es)

lobster

lasagna*

sandwich

bologna

asparagus

cinnamon

homogenized

mussels

tomato (es)

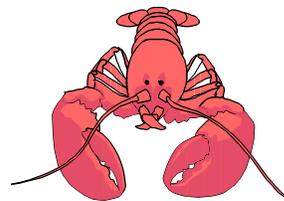
salmon

casserole



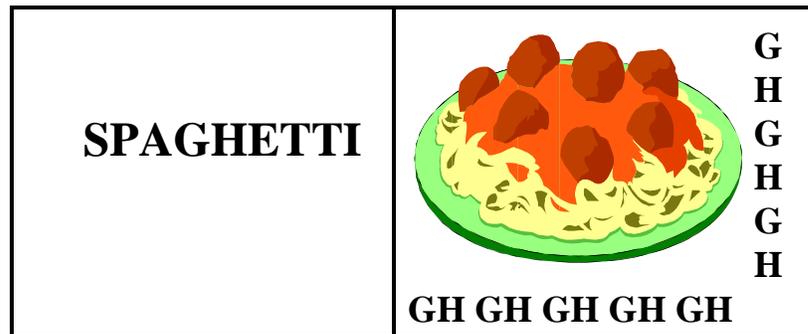
(lasagna - the completed casserole)

(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 be able to include the problem letter combination as part of your picture.



SPELLING PRACTICE

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 use 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 Wenesday, Febrary 19, scientists from all Canada, accept Saskatchewan will proceded 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 conference 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 MISPELLED WORDS

A

a lot (two words)
 absence
 absolutely
 abundance
 academic
 accept / except
 accidentally
 accommodate
 accompanied
 accomplish
 accumulate
 accurate
 accuse
 achieve
 achievement
 acknowledge
 acquaintance
 acquire
 across
 address
 adolescence
 adolescent
 advantageous
 adverse / averse
 advice / advise
 advisable
 aggravate
 aisle / isle
 all together/altogether
 all ready/already
 almost
 altar / alter
 although
 amateur

among
 analysis
 analyse
 ancient
 annual
 answer
 apology
 apostrophe
 apparatus
 apparently
 applies
 applying
 appreciated
 appropriate
 approximate
 arctic
 argument
 arithmetic
 arrangement
 article
 ascend
 ascent
 assassin
 assistance
 assistant
 association
 athlete
 attacked
 attendance
 attendant
 attitude
 audience
 authorities
 autumn
 auxiliary

available

B

bachelor
 balance
 bargain
 basically
 beginning
 belief
 believe
 benefit
 benefitted
 bookkeeper
 brilliant
 Britain
 bureau
 business

C

cafeteria
 calendar
 candidate
 capital / capitol
 carburetor
 careful
 category
 cemetery
 censor / censure
 changeable
 characteristic
 chassis
 chief
 chocolate
 choose / chose
 circumstances
 cite / site / sight

civilization
 clothes /close
 coarse / course
 column
 coming
 commercial
 commitment
 committed
 committee
 comparative
 competitive
 complement/
 compliment
 conceivable
 conceive
 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

dealt
 deceive
 decision
 defence /defense
 deferred
 definite
 definitely
 definition
 dependent
 descend
 descendant
 describe
 description
 despair
 desperate
 develop
 development
 dictionary
 dining
 disagree
 disappear
 disappoint
 disastrous
 discipline
 discussed
 dissatisfied
 distinctly
 does
 doesn't
 don't
 dormitory
 doughnut
 dropped
 duplicate

E

earliest

effect / affect
 efficient
 eighth
 eligible
 eliminate
 elimination
 embarrass
 eminent
 emphasize
 employee
 enclosure
 endeavour
 English
 enormous
 entirely
 entrance
 envelope
 environment
 equipment
 equipped
 equivalent
 especially
 essential
 eventually
 exaggerate
 examination
 excellence
 excellent
 excitement
 executive
 exercise
 exhibition
 exhilaration
 existence
 experience
 explanation
 extraordinary

extremely

F

familiar
fascinate
February
financial
flourish
foreign
forfeit
fortunately
forty / fourth
Fredericton
freight
friend
fulfill

G

gauge
generally
genuine
glimpse
government
grammar
grandeur
gratitude
grievous
guarantee
guard
guidance
gynecologist
happiness
harass
height
heir
hemorrhage
hindrance
hoping
humour

hydraulic

hypocrisy

I

ignorance
ignorant
illiterate
illustration
imaginary
imagination
immediate
immediately
immense
imply / infer
incidentally
indefinite
independence
indispensable
industrial
inevitable
inquiries
inquiry
installation
intelligence
intelligent
interesting
interfere
irresistible
its / it's

J

jewellery (jewelry)
journal

K

knowledge

L

laboratory
lead / led
ledger

legitimate

library

licence / license

lightning

literature

language

loneliness

lonely

loose / lose

M

magazine
maintenance
manageable
manoeuvre / maneuver
manufacturer
marriage
mathematics
maybe
memento
merchandise
merely
metaphor
mileage
miniature
mischievous
misspell
mosquito
multiplied
mutual
mysterious

N

naughty
nauseated / nauseous
necessarily
necessary
neighbours
neither

nevertheless
 ninety
 noticeable

O

obstacle
 obvious
 occasion
 occupied
 occur
 occurred
 occurrence
 official
 omitted
 ophthalmologist
 opinion
 opportunity
 opposition
 optimistic
 ordinarily
 organization
 original
 outrageous
 oxygen

P

paid
 pamphlet
 parallel
 paralyze
 parentheses
 particularly
 passed / past
 pastime
 peculiar
 percent
 perceive
 perform
 performance

permanent
 permissible
 perseverance
 personal
 personnel
 perspiration
 persuade
 petition
 phenomenon
 physical
 physically
 picnicking
 planed
 planned
 playwright
 pneumonia
 population
 positively
 possess
 practical
 precede / proceed
 preference
 preferred
 prejudice
 preparation
 presence
 prevalent
 primitive
 principal / principle
 privilege
 probably
 professional
 professor
 prominent
 pronounce
 pronunciation
 protein

psychiatry
 psychology
 purchase

Q

quality
 quantity
 questionnaire
 quiz
 quizzes

R

realtor
 recede
 receipt
 receive
 recognize
 recommend
 reference
 referred
 regard
 relevant
 religion
 repetition
 restaurant
 revolution
 rhyme
 rhythm
 ridiculous
 roommate

S

sacrifice
 salary
 Saskatchewan
 scarcely
 scenic
 schedule
 scientific
 secretary

seize
 sensual / sensuous
 separate
 sergeant
 several
 severely
 shining
 siege
 similar
 simile
 sincerely
 society
 soliloquy
 sophomore
 specifically
 specimen
 speech
 stationary / stationery
 subtle
 subtly
 succeed
 successfully
 sufficient
 superintendent
 supersede
 surprise
T
 technique
 temperature
 tendency
 than /then
 their/ they're / there
 thorough
 through
 tragedy
 trait
 transfer

transferred
 tremendous
 truly
U
 unanimous
 unnecessary
 until
 urgent
 use / used
 usually
V
 vacuum
 vague
 valuable
 variety
 vengeance
 vicinity
 villain
 vicious
W
 Wednesday
 weird
 whether / weather
 which / witch
 whose / who's
 writing
 written
Y
 yield
 you / you're

PERSONAL RECORD SHEET - SPELLING

Week #	Actual Mark	%	Error Analysis	Date
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				
Week 12				
Week 13				
Week 14				
Week 15				
Week 16				
Week 17				
Week 18				
Week 19				
Week 20				
FINAL TEST				
Total module				

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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...

Page number	Nature of the problem	Proposed solution (include your text if possible)

FEEDBACK PROCESS

Page number	Nature of the problem	Proposed solution (include your text if possible)
Comments:		