

HOW TO IMPROVE YOUR

Spelling



A workbook for adults

Reading Writing **Hotline**
1300 6 555 06



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Introduction

In this booklet you will learn:

- ☐ to use some 'Learn-to-Spell Steps' and hints
- ☐ to spell some words you need to use now and that you will use often
- ☐ some ways to remember difficult words
- ☐ some simple spelling patterns
- ☐ and you will understand a little more of how the English language works.

This booklet assumes that you can spell a bit and that you can read most of this by yourself. You may just lack confidence in your ability to get it right so that you avoid writing. This booklet will help you develop that confidence.

You will not learn *all* the skills you need to become a 'good' speller by the time you have finished this booklet. You cannot learn that from any book or program alone. Developing your spelling skills will take time, but this booklet will give you some skills and strategies that you can use to become your own teacher. You will learn some important learning-to-learn skills.

How to use this booklet:

The booklet is set out in four parts:

Part 1 My Problem Words

This section includes some Learn-to-Spell-Steps that will help you to learn your problem words.

Part 2 Some Practice Activities

This section includes some practice activities that help you focus on the Learn-to-Spell-Steps.

Part 3 Some Spelling Patterns

This section includes some common spelling patterns in the English language and helps you understand a little of how the language works to produce those patterns.

Part 4 What Works for You?

This is a summary of what you have learnt to help you focus on the strategies you have found most useful.



You will see this icon where you need to write something. Don't just overlook these activities and think, "Yes, yes, *I can do that. No need to waste time on that.*" If you have been worried about your spelling, you have probably avoided writing as much as possible, but you need to find as many opportunities as you can to write. So don't waste the opportunities in this booklet.

At the end of the booklet is the *Answer Key* for many of the activities. Make sure you check your work, then try to understand the reason for any that might have been wrong.

Before you start ...

It will be very helpful if you find a **learning helper or mentor** to help you with this booklet. Their job is **not** to be your teacher or tutor or to correct your work, but to encourage and support your learning.

Their job is to:

- ☐ answer your questions about spelling, such as "*Is this how you spell ...?*"
- ☐ help you find the correct spelling for difficult words
- ☐ help you understand any parts of this booklet that you might find difficult
- ☐ point out the progress you are making
- ☐ encourage you to keep going if you feel discouraged. (We all feel discouraged at some time when we are learning something new or difficult.)

Your mentor should be a friend or family member you feel comfortable with. We all learn by making mistakes then learning from those mistakes, so your mentor should be someone you feel comfortable about sharing your mistakes with. They should be a fairly good speller, and should know how to find the correct spelling of a word they are not sure of. (Remember, very few of us are *really* good spellers.)

When you find your mentor, make sure they read this page.

1 - My Problem Words

Start to make a list of your problem words

What words do you have trouble spelling?

Are they words for any of the following?



Tick the areas that are important for you.

- ☐ filling out forms
- ☐ your work
- ☐ a course you are doing, or planning to do
- ☐ writing emails to friends or family
- ☐ leaving notes or messages for people

- ☐ anything else? _____

Most people have some problem words. These are words you are never sure of, and you avoid writing them.

Can you remember what some of your problem words are? If you can, have a go at writing them in the spaces on the next page. Just have a guess first, before you look them up.

If you can't think of any problem words right now, get a piece of paper and start to write a little note to yourself about something. Anything at all but, try to include some words from the problem areas that you just ticked above. Just have a guess at the hard ones and put a line under them if you are not sure of the correct spelling. 'Having a go' first like this is important, because you will usually find that you get most of the word correct, and you only have to learn a small part of the word.



Activity

Write down some of your problem words here then find the correct spelling.

MAKE SURE IT IS THE CORRECT SPELLING!

You might find the correct spelling in:

- ☐ a notice or email from work
- ☐ the notes for a course you are doing
- ☐ a dictionary (if you know how to use it)
- ☐ ask someone who is a good speller, such as your mentor.

My problem words

Correct spelling

Write your words in lower case letters, **NOT** BLOCK CAPITALS LIKE THIS.
It is best to write them in joined-up or running writing, if you can. That way, your hand can feel the flow of the word as you write it.





You are going to use these words later in this booklet to practise some learn-to-spell strategies.

*Make sure you have the **CORRECT** spelling.
It is **VERY** hard to un-learn a wrong spelling!*



Learn-to-Spell-Steps

When we are learning to spell, we are using three senses as well as our understanding of how the word is put together and how the language works.

	<p>1. the look of the word</p> <p>Look at the word carefully. Photograph it in your mind.</p>
	<p>2. the sound of the word</p> <p>Say it slowly to yourself. Break it into syllables. Hear the sounds.</p>
	<p>3. the feel of the word as you write it</p> <p>Write it several times. Feel the flow of it as you write.</p>
	<p>4. Think about the difficult bit.</p> <p>How is the word put together? Why did you get it wrong? How can you remember it?</p>



Activity

- ☐ Go through these *Learn-to-Spell-Steps* with the four problem words you wrote on page 6.
- ☐ You need to write the words at least four or five times while you are spelling them to yourself.

Writing out words several times may have seemed like a punishment at school, but it is really a very useful way to learn to spell. You are focusing on the three senses: the look, sound and feel of it.

Learning to Spell Hint No.1

Write!

The best way to improve your spelling is by doing a **LOT** of writing.

Write a little each day about what you have been doing ... or thinking ... or what you plan to do tomorrow, ...or what you saw on TV ... or a conversation you had with someone.

This sort of writing is just for you to look at. So feel free to make as many mistakes as you like.

- ☐ Write quickly and concentrate on the ideas, not the spelling.
- ☐ Just have a go at the problem words and make up the spelling.
- ☐ When you have finished, put a line under the words you were not sure of.
- ☐ If you have a lot of words that you aren't sure of, then choose a few of the most important ones, or the ones you think you will need often.
- ☐ Find the correct spelling for these words.
- ☐ Then learn the right spelling using some of the strategies that you will learn in this booklet.



It will be even better if you start to do some REAL writing for a REAL purpose. This might be just for you, or you might consider sharing it with family or friends at some time in the future. You might consider these ideas:

- ☐ Write about your country of birth or your township as you remember it.
- ☐ Your memory of some important event or important person in your life.
- ☐ Write out favourite recipes and put them in a booklet.
- ☐ Find an interesting item in the house, or something that you own that has importance for you, and write about it.
- ☐ Write a mini-article about something you know all about - breeding dogs or fixing cars or growing tomatoes.

Find an old exercise book or writing pad now and promise yourself that you will do some writing every day. (Well, nearly every day!)

Learning to Spell Hint No. 2

Practise...practise...practise

*Now I need to practise it often,
or I will forget it.*



Spelling Practice Sheets

On the next pages are 2 *Spelling Practice Sheets*.

- ☐ In the first column, write the correct spelling of words you have just learnt.
- ☐ If you need to, write a 'Memory Jogger' in the second column. This is where you can write the word in a way that will help you remember the spelling, or write some other words that share the same spelling pattern. For example, you might:

break it up in syllables
(See page 27 for more about syllables)

write the difficult bit in
bigger print or in colour

link it to similar words that
you do know.

WORD	MEMORY JOGGER
<i>employment</i>	<i>em/ ploy/ ment</i>
<i>eight</i>	<i>eight 8</i>
<i>flight</i>	<i>right bright might</i>

- ☐ Cover them over and write them again in the 'First Try' column.
- ☐ Check them CAREFULLY.
- ☐ Then try them 10 minutes later, an hour later, the next day and so on...

Don't forget now!

*The more often you draw a word back to your
memory, the more likely it is to stay there.*



Spelling Practice Sheet

WORD	Memory Jogger	1 st try 10 mins later	2 nd try 1 hour later	3 rd try next day	4 th try next week

Spelling Practice Sheet

WORD	Memory Jogger	1 st try 10 mins later	2 nd try 1 hour later	3 rd try next day	4 th try next week

Add new words to your *Spelling Practice Sheet* as you need them in your writing or for your job.

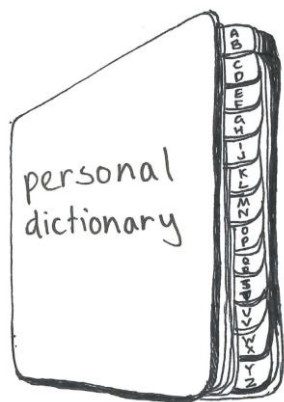
MAKE SURE you have the CORRECT SPELLING first, before you work through the *Learn-to-Spell-Steps*.

- ☐ Add a few words at a time to your *Spelling Practice Sheet* but learn them well.
- ☐ Don't try to learn too many words at once. It is better to learn five words a week and learn them properly than have a long list and get them confused.
- ☐ As you get better at spelling you will find that you can learn more and more each week.
- ☐ As well as working through the other activities in this booklet, it is VERY important that you find, and learn to spell, your own problem words.

A personal dictionary

A *Personal Dictionary* is another useful learning tool for you to have. This is a small book with an alphabetical index down the side, like an address book.

You write your own spelling words in it on the correct alphabetical page.



That way you have an easy-to-find list of words you have learnt to spell and might still be unsure about.

When you get too many words on your *Spelling Practice Sheets* you won't be able to find them easily when you need to check on a word.

So put all the words from your *Spelling Practice Sheet* in your *Personal Dictionary* for future reference.


You can buy these little alphabetical notebooks at a newsagent so why not buy one this week and start to use it.

Learning to Spell Hint No. 3


That's an interesting word!

It is important also to take notice of the way words are spelt in signs and notices and advertising around you.


Just reading the breakfast cereal package at breakfast time can be an excellent spelling lesson.



Cereal. I thought that started with an '**S**'. Maybe I'm thinking of another word that sounds the same.



Magic. That's funny, I would have spelt it with a '**j**'. I guess '**g**' and '**j**' must make the same sound.



Wheat. There's another word beginning with '**wh**' like the ones I have just learnt.



Activity

- ☐ Find at least one word each week that you find interesting or curious.
- ☐ Write them in the box below.
- ☐ If there is a part that you find interesting or unexpected, highlight or underline those letters.

	That's an interesting word!
(Example)	<i>circle bright</i>
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

Make sure you keep doing some writing and adding to your problem words while you are working through the rest of this booklet.

You should be making a good long list of your problem words on your Spelling Practice Sheets.



More problem words

These 50 words are the most common in the English language. When you can spell them you have learnt over a third of all the words you will need to spell. And you can spell most of them already, can't you?



Activity

- ☐ Tick those you can spell. You might be able to get someone to help you test yourself.

the	his	were	with
of	they	we	all
and	I	when	as
a	at	your	what
to	be	can	if
in	this	said	are
is	have	there	not
you	from	use	their
that	or	an	on
it	one	each	but
he	had	which	how
was	by	she	do
for	word		

- ☐ Are any of those your problem words?
- ☐ Write those you were not sure of on your *Spelling Practice Sheet*, and learn to spell them by going through the *Learn-to-Spell-Steps*.

2 – Some Practice Activities

This section will suggest some activities that will help you practise some of your problem words. They are based on the two senses: our visual memory of the word (the **look** of it), and the **sound** of the word.

The LOOK of the word

For most people, our memory for the LOOK of the word is the most important sense we are using. For all of us, it is the most important sense for remembering many words. So, it is important that you train your visual memory.

The next activities will help improve your visual memory for words. They draw your attention to:

- ☐ word shapes
- ☐ the importance of colour
- ☐ memory pictures
- ☐ your 'visual memory box'
- ☐ and speed copying.

❖ Word shapes

Taking notice of the shapes of letters and words will help you to improve your visual memory for words. This is particularly important for people whose first language has a different alphabet from English.

For example, these letters have no parts above or below the line.

a c e i m n o r s u v w

These letters are tall letters. They have a part above the line.

b d f h k l

These letters have a part that goes below the line.

g j p q



Activity

- ☐ Look at the shape of these words. Copy the letters into the boxes.

n a m e

--	--	--	--

l i v e

--	--	--	--

h a v e

--	--	--	--

l i k e

--	--	--	--

h o p e

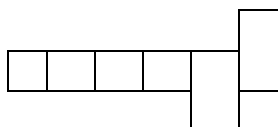
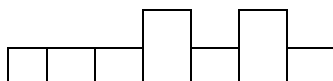
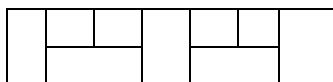
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Activity

- ☐ Match these words to the shapes. Write them in the right boxes.

accept jumping include



Check your work in the Answer Key at the back of the booklet.



Activity

- ☐ Write three of your problem words here and draw the shape around them, like this:



❖ Colour

Many people say it helps to write the tricky part of problem words in red. Red is a powerful colour in our memory.



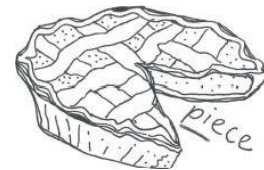
Activity

- Write three of your problem words here with the tricky bit in red, and perhaps a little larger than the rest of the word.
Write the rest of the word in ordinary pen.

Eg. **eight**

❖ Memory Pictures

Can't remember the difference between **piece** and **peace**?
Think of a '**piece** of **pie**'.



Do you get confused between **b** and **d**? This might help.

bed

Not sure whether to use **here** or **hear**? Remember
that you **hear** with your **ear**



❖ Your 'visual memory box'



Activity

- ☐ Put a piece of paper over the words in the list below and move it down so you can see one word at a time.
- ☐ Take a quick peep at the word and try to 'photograph' it in your mind. Say the word to yourself and just look at it for one or two seconds then cover it up again.
- ☐ Try to picture the word in your 'visual memory box'.
- ☐ Write as much of the word as you can remember beside it.
- ☐ Then check it and have another quick look.
- ☐ Have another try and write it in the third column.
- ☐ Each time you take a peep, try to concentrate on more of the word till you get it right.
- ☐ When you think you have got it right, check it carefully.

	1 st try	2 nd try	3 rd try
paragraph			
embarrassment			
medically			
encyclopedia			
apostrophe			
government			

❖ Speed Copying

This is another useful way to improve your visual memory.

- ☐ Choose something interesting to copy. It should be only about 4 or 5 lines long.
- ☐ Copy it in chunks, not one letter or word at a time.
- ☐ Try to picture whole words or parts of words at once.
- ☐ Don't worry about handwriting.
- ☐ Time yourself.
- ☐ Then check for any mistakes.

Time taken _____ Number of mistakes _____

Next day, try again with the same sentences on another piece of paper. The aim is to increase your speed and reduce the number of mistakes.

Keep this up for the next 5 days. By the end of the week you should see an improvement. Next week, choose something different to copy.

The **SOUND** of the word

Before we go on, there are some terms you need to know:

Vowels and Consonants

The English alphabet has 26 letters.

Five of them are called **vowels** and the other 21 are called **consonants**.

Vowels – a e i o u (and sometimes **y** when it makes the sound ‘ee’)

Consonants– b c d f g h j k l m n p q r s t v w x y z

*By the way, some vowel **sounds** are made up of two vowel **letters**.*

*For example, **please, thief, rain, soup.***



❖ **Syllables**

- All words are made up of syllables. Understanding about syllables will help you with spelling.
- Syllables are like the beats in music.
- Each syllable has only **one vowel sound**.
- Many words have only one syllable. Say these words to yourself.

words spell one

- They have only one syllable, or one beat.
- Some syllables have only one letter, (but it has to be a vowel).
For example: **alone a-lone** (two syllables)

Long words which seem hard to spell become a number of small, easier bits when you break them into syllables.





Activity

- How many syllables do these words have? The first one is done for you.

sentence	sen – tence	<u> 2 </u>
syllable	syl- la- ble	<u> </u>
Australian	Aus-tra-li-an	<u> </u>
representative	rep-re-sen-ta-tive	<u> </u>



Activity

- Break up these words into their syllables.
- Say them carefully. Hear the beats in them.
- Put a stroke between the beats or syllables. The first one is done for you.

jumper	limited
something	unlimited
copying	stay
because	between
alone	depend
almost	information

Check your answers in the Answer Key at the back.

If I say the word slowly and exaggerate the beats, I am less likely to miss out any of the 'bits'.



Activity

- Write three of your problem words here and break them into their syllables.

❖ Spelling pronunciation

Some words are not said the way they are spelt.

It will help if you remember a 'spelling pronunciation' for these words.

For example, say these words the way they are broken up:

Wed-nes-day k-nife
Feb-ru-ary com-b
parl-i-a-ment

Part of the problem is that these words have a silent letter. A silent letter is one which we don't hear when it is pronounced, such as,

February Wednesday knife



Activity

- ☐ Say these words to yourself.
- ☐ Highlight the silent letters. The first one is done for you.

sign	write	crumb	who	answer
wrong	tight	knit	white	kneel
ghost	thumb	design	hour	when
plumber	honest	autumn	knight	wrinkle

Check your answers in the Answer Key at the back



Activity

- ☐ Look at your problem words.
- ☐ Are any of them spelt differently from the way they are pronounced?
- ☐ Write them here and highlight the silent letters

3 - Some Common Spelling Patterns

Fortunately you don't have to learn to spell every word by the methods suggested above. In fact 50% of English spelling is regular and follows a pattern. In this section, we will look at some of those patterns.

Did you know.....

If you tried to learn the spelling of every word in the English language, and you learnt 5 words a day, it would take at least 300 years.

Luckily, by learning patterns and words which share the same spelling, you can save a lot of time.

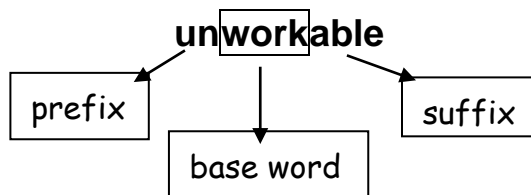


Word Parts – prefixes and suffixes

Many long words are made up of a main word and a beginning or ending part.

For example: **unworkable**

- ☐ The main part of the word (**work**) is called the base word or root word.
- ☐ The beginning part (**un**) is called a prefix.
- ☐ The ending (**able**) is called a suffix.



Prefixes



Activity

These words all have a **prefix**.

- ☐ Break them into their prefix and base word.
- ☐ In these words, the base word is a whole word that makes sense by itself.
- ☐ The first one is done for you.

	Prefix	Base word
nonsense	<i>non</i>	<i>sense</i>
update		
preview		
recall		
supermarket		
unhappy		
underline		
cooperate		
illegal		
mistreat		
impolite		
preview		



Make sure you actually **do the writing** in these activities!

Writing helps you remember the spelling.

Check your answers in the Answer Key at the back of the booklet.

Making new words - adding prefixes



Adding a prefix to the beginning of a word changes its meaning.

The prefix has its own meaning.



Activity

- ☐ Add these prefixes to these words. The first ones are done for you.

un- (means not)		re- (means again)	
true	<u>untrue</u>	view	<u>review</u>
kind	_____	move	_____
lucky	_____	use	_____
fair	_____	fund	_____
healthy	_____	search	_____
conscious	_____	turn	_____
usual	_____	call	_____
cover	_____	build	_____
wrap	_____	place	_____
just	_____	cycle	_____
certain	_____	produce	_____
tidy	_____	fresh	_____

dis- (means not/ without)	mis- (means wrongly)
agree <u>disagree</u>	treat <u>mistreat</u>
like _____	fortune _____
obey _____	behave _____
infect _____	match _____
count _____	laid _____
appear _____	take _____
connect _____	fit _____

Check your work in the Answer Key at the back of the booklet.

Knowing about prefixes can help with spelling.

*When you add a prefix to a word you don't change the spelling.
Just add the whole prefix to the word.
Easy!*



un + necessary = **un**necessary



That's why there are two N's here!
One belongs to the prefix and
one belongs to the word.



Activity

- ☐ Here are some other common prefixes. Add some other examples

Prefix	Meaning	Example	Other examples
trans-	across	transfer	<i>transport</i>
bi-	two, twice	bicycle	
tri-	three	tricycle	
pre-	before	prefix	
post-	after	postpone	
in-	not	invisible	
il-	not	illegal	
im-	not	impure	
ir-	not	irregular	
de-	undo, away	detour	

Check the Answer Key at the back of the booklet for some more examples.



Activity

- ☐ Look at your list of problem words. Do any of them have a **prefix**?

Suffixes



Activity

These words all have a **suffix**.

- ☐ Break them into their base word and suffix. The first one is done for you.

	Base word	Suffix
working	<i>work</i>	<i>ing</i>
helpful		
careless		
sickness		
movement		
enjoyed		
kindly		
acidic		
magical		
publicly		
mileage		
weaken		
justice		

Check your work in the Answer Key at the back of the booklet.

Some words have a prefix and a suffix.



Activity

- Break these words into their prefix, base word and suffix.

	Prefix	Base word	Suffix
imported	<i>im</i>	<i>port</i>	<i>ed</i>
recalling			
untruthful			
repayment			
refreshment			
unemployment			
incorrectly			
unhelpful			
anticlockwise			

Check your work in the Answer Key at the back of the booklet.

Making new words - adding suffixes

I can **walk** to work

Today I am **walking** to work

Yesterday I **walked** to work

When you add a suffix it changes the way we use the word in a sentence.





Activity

- ☐ Add these suffixes to these words

-ed	-ly
work <u>worked</u>	quiet <u>quietly</u>
play _____	slow _____
rush _____	quick _____
cook _____	silent _____
open _____	calm _____

-ing	-ness
open <u>opening</u>	sick <u>sickness</u>
select _____	good _____
kick _____	sad _____
dress _____	weak _____

-ful
joy <u>joyful</u>
dread _____
peace _____
care _____
thank _____
youth _____

That's interesting!
When we add the word **'full'** to another word as a suffix, one **'l'** is always dropped.
joyful = full of joy



Activity

Here are some other common suffixes.

- ☐ Add some more examples

Suffix	Example	Other examples
-able	capable	<i>readable</i>
-tion	action	
-ous or -ious	nervous	
-ist	artist	
-or	sailor	
-less	restless	
-en	broken	
-er	writer	
-est	brightest	
-ence	preference	

Check the Answer Key at the back of the booklet for some more examples.

However, when you add a suffix, you often have to change the spelling of the base word first. For example:

nerve~~e~~ + ous = nervous

We have to drop the 'e' before we add the suffix.

runn + ing = running

We have to double the 'n' before adding the suffix.

More about the rules for adding endings on pages 47 - 52



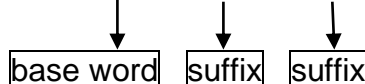


Activity

- ☐ Look at your list of problem words.
- ☐ Do any of them have a suffix? Did it change the spelling of the base word?

Some words have two suffixes

usefulness = use + ful + ness



courageously = courage + ous + ly
 restlessly = rest + less + ly
 childishness = child + ish + ness
 nervousness = nerve + ous + ness



Activity

Find the base word.

- ☐ Find the base word and suffix (or suffixes) in each of these words.
Remember that:
- ☐ the spelling of the base word may have changed when the suffix was added
- ☐ there may be two suffixes.

Word	Base word	Suffix/suffixes
applied	<i>apply</i>	<i>-ed</i>
nervously		
baking		
commencing		
trader		

Word	Base word	Suffix/suffixes
defiant		
writing		
restless		
usefulness		
famously		

Word origins

Some of the spelling patterns in the English language have come to us from other languages. During its history, the English language has been influenced in different ways by other languages, such as Latin, Greek, German and French.



Activity

Many words to do with **numbers** have **Latin and Greek** origins or roots.

- ☐ Try to think of any other examples to add to this list.

Root	Meaning	Examples
bi-	two	<i>bicycle</i>
tri-	three	<i>triple</i>
quad-	four	<i>quadrangle</i>
dec-	ten	<i>decade</i>
cent-	one hundred	<i>century</i>
mill-	thousand	<i>millilitre</i>
mega-	great, million	<i>megabyte</i>

These words have a **Latin** root.

- ☐ Try to think of any other examples to add to this list.

Root	Meaning	Examples
annus	a year	<i>annual</i>
aqua	water	<i>aquatic</i>
audio	hear	<i>audible</i>
bene	good, well	<i>benefit</i>
manus	hand	<i>manual</i>
primus	first	<i>primitive</i>
scribo	write	<i>describe</i>

These words have a **Greek** root.

- ☐ Try to think of any other examples to add to this list.

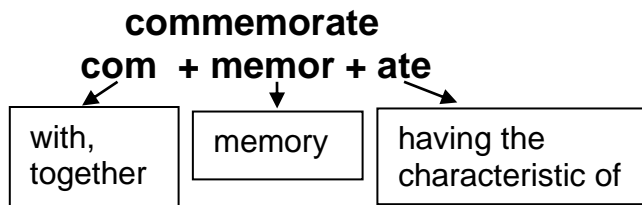
Root	Meaning	Examples
derma	skin	<i>dermatitis</i>
graphein	write	<i>autograph</i>
metros	measure	<i>thermometer</i>
monos	one, alone	<i>monopoly</i>
pathos	feeling	<i>sympathy</i>
psych	mind, soul	<i>psychology</i>
phone	sound	<i>microphone</i>
photo	light	<i>photocopy</i>
tele	afar	<i>telephone</i>

Check the Answer Key at the back of the booklet for some more examples.

Morphemes

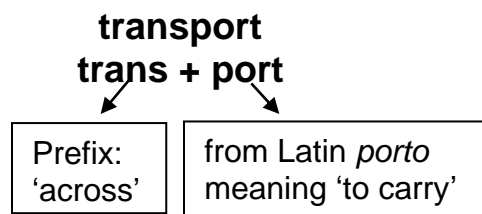
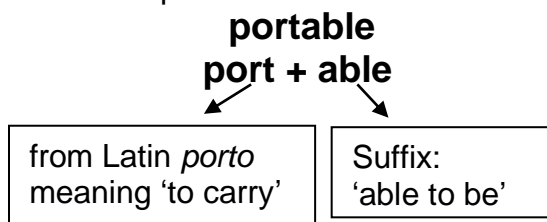
By breaking words up into their root (or base) words and their prefixes and suffixes, we break them into their morphemes.

A morpheme is a part of a word that carries its own meaning.



However, it is sometimes difficult to work out the meaning of the parts of the word because the base word is often in its original Latin or Greek form.

For example:



Other languages

If you find a word that seems to have a strange spelling pattern, it is possible that it is imported from another language. For example:

- Most English words spell the /**sh**/ sound as '**sh**'. However, the words **chef**, **chauffeur** and others, have come to us from French and the /**sh**/ sound is spelt '**ch**' in French.
- In words of Greek origin, words spelt with '**ph**' are pronounced /**f**/, such as '**photograph**', '**physics**'.
- Why does **kayak** end in '**k**' and not '**ck**' as most English words do (e.g. **black**, **track**, **crack**)? It is because **kayak** is adapted from an Icelandic word.
- How about **zucchini**? '**cch**' makes the /**k**/ sound. That seems weird. It's because it is an Italian word.
- Why does **ski** end with '**i**' when most English words that rhyme with it end with '**ee**' or '**e**' or '**y**' (**be**, **me**, **see**, **bee**, **happy**)? It is because **ski** is a Norwegian word, and we have adopted the Norwegian spelling.

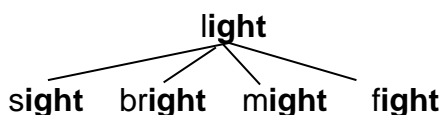
*If you become curious about the origins, or **etymology** of some words, you can look them up on the internet. Just enter the word you are interested in and 'etymology' into your browser.*



Or try entering 'Why is English spelling weird?' in your browser. It's really interesting!

More spelling patterns

I didn't know how to spell **bright**, but it sounds a bit like **light** and I can spell that!



Activity

- ☐ Find words in this box that share the same spelling pattern.
- ☐ Write them in the chart below. The first one is done for you.

station **SPLASH** REACH supplier NATION

writer relation walker flash jumper

teach preach *action* **crash** trash

position **smash** *bleach* inspection builder

-tion	-ash	-each	-er
<i>station</i>			

Check your work in the Answer Key at the back of the booklet.



Activity

ear- earth early earn learn	
Choose the correct ' -ear ' word from the list above and write in the blank spaces. The first one is done for you.	Write the ' ear ' words again here
He will <u>earn</u> a lot of money.	<u>earn</u>
I need to _____ to spell that word.	_____
The _____ is shaped like a sphere.	_____
I will get up _____ in the morning.	_____



Hint:

You need to read to the end of the sentence before you choose which word to use.

And it's best to do the easy and obvious ones first.

-ought brought thought bought fought ought	
Choose the correct ‘ -ought ’ word from the list above and write in the blank spaces.	Write the ‘ ought ’ words again here.
I <u> ought </u> to go home soon.	<u> ought </u>
He _____ a new shirt.	_____
He _____ it home.	_____
I _____ it looked very good.	_____
My grandfather _____ in the war.	_____

By the way, do you know when to use **bought** or **brought**?

brought is linked to the verb **bring**.

Bring it to me. I already brought it to you.

bought is linked to the verb **buy**.

I will buy that shirt. Yesterday I bought one like it.



-ight bright light fight sight right might knight flight	
Choose the correct ' -ight ' word from the list above and write in the blank spaces. The first one is done for you.	Write the ' ight ' words again here
I saw a <u>bright light</u> shining. I need a _____ in shining armour to _____ for me. What a _____ that is! He _____ be home late. There's a storm so the _____ is late. I spelt it _____ the first time.	_____ _____ _____ _____ _____ _____

-aught caught daughter taught	
Choose the correct ' -aught ' word from the list above and write in the blank spaces.	Write the ' aught ' words again here
He _____ me to play the guitar. I have one son and one _____ He _____ the bus to work.	_____ _____ _____



Remember to do the easy and obvious ones first.

-dge judge, edge, badge, bridge, hedge, ledge, knowledge	
Choose the correct ' -dge ' word from the list above and write in the blank spaces.	Write the ' -dge ' words again here.
He wears the club _____ on his coat.	_____
We need to drive across the _____	_____
Our house is at the _____ of town.	_____
This will improve your _____ of spelling patterns.	_____
She planted a _____ at the front of the garden.	_____
The cat likes to sit on the window _____	_____
He had to go to court and face a _____	_____

Check your work in the Answer Key at the back of the booklet.



Activity

- ☐ Write down three of your problem words here.
- ☐ Can you think of one or more words that you **can** spell which shares the same spelling pattern? They should be words that are pronounced in the same way as your problem word.
- ☐ Write the words you can link it to beside your problem word.
- ☐ Highlight the spelling pattern they share.

My problem word

Other words which shares the same pattern



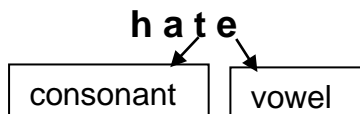
When you write words in your Personal Dictionary, try to think of other words that share the same spelling pattern. Then write them beside your problem word. They should be words that are pronounced the same way.

Some spelling rules

You cannot become a good speller by memorizing a lot of spelling rules. In fact, most people who consider themselves good spellers would not be able to remember more than one or two of them. However, we are including some of them here to help you understand that there are some 'rules' to English spelling. It is not entirely random. Also, we hope you will just find these patterns or rules interesting.

❖ The power of 'e'

Probably the simplest rule relates to the 'e' at the end of a word following a consonant.



The final 'e' is silent, but it changes the sound of the vowel before it (the 'a'). In order to understand this rule, you need to understand some other terms:

long vowels and **short vowels**.

Say the words in the box below and hear the sound that the middle vowel makes.

	Short vowels	Long vowels (Long vowels are pronounced as they are said in the alphabet)
a	hat	hate
e	pet	Pete
i	fin	fine
o	cop	cope
u	us	use

However, there are exceptions, such as **café**, which is a French word, so it doesn't follow the same 'rules' as English and the final 'e' is pronounced.

❖ Is it 'ie' or 'ei' ?

One of the rules that many people do remember is:

'i' before 'e' except after 'c'.

Look carefully at these words and see how that rule works.

piece brief field thief relief
receive deceive receipt ceiling

However, there are many exceptions. Nevertheless, if in doubt, 'ie' is more common than 'ei'.



Activity

Complete the words below with either 'ie' or 'ei'. The first one is done for you.

A **thief** stole my car.

The truck uses **d__sel** fuel.

She told a lie to **dec__ve** them.

The person who lives next door is called your **n__ghbour**.

I am painting the walls and the **c__ling** of the room.

He will **rec__ve** a reward for his good deeds.

When his wife died, he was consumed with **gr__f**

Don't forget to give me a **rec__pt** for my payment.

Check your work in the Answer Key at the back of the booklet.

❖ Forming plurals

Most people say that adding endings (suffixes) to words is the trickiest thing in spelling.

To form the plural of a word (more than one) we usually just add S.

one apple many apples

However, some words follow different rules to form the plural.



Activity

- ☐ Look at the examples in the first column and try to work out how these words form their plural.
- ☐ Write the plural words again.
- ☐ Then fill in the blank spaces in the sentence on the right to make your rule.

The first one is done for you, but look at it carefully.

Check each group with the Answer Key at the back before you go on to the next one.

Examples			Your rule should go something like this.....
Singular	Plural	Write again	<p><i>Words which have a consonant before the <u>y</u> at the end, change the <u>y</u> to <u>i</u> and add <u>es</u></i></p> <p>(If there is a vowel before the final 'y' you just add an 's' e.g. plays)</p>
baby	babies	<u>babies</u>	
fly	flies	_____	
lady	ladies	_____	
cherry	cherries	_____	
berry	berries	_____	
enemy	enemies	_____	
city	cities	_____	
party	parties	_____	

Examples			Your rule should go something like this.....
Singular	Plural	Write again	<p>Words which end in ____ or ____ form the plural by changing the ____ to ____ and adding ____</p> <p>(A few exceptions including roofs, chefs, chiefs)</p>
loaf	loaves	_____	
calf	calves	_____	
knife	knives	_____	
wife	wives	_____	
life	lives	_____	
leaf	leaves	_____	<p>Words which end in _____, _____, _____, _____ or _____ (hissing sounds) form their plural by adding _____</p> <p>(It is impossible to pronounce these words without the /e/ sound)</p> <p><i>Hint: You don't really need to remember this rule – just listen to how it is said.</i></p> <p><i>If you can hear /es/ on the end, then spell it with an 'es'.</i></p>
bus	buses	_____	
church	churches	_____	
box	boxes	_____	
bush	bushes	_____	
fox	foxes	_____	
dress	dresses	_____	

*This helps me with my spelling.
It sounds like 'watchers' but I know that it only needs the '-es' ending to make it plural.*



❖ Adding more endings

When a word ends in a consonant + 'y', change the 'y' to 'i' before adding '-er' or '-est'.

silly ~~y~~ + i + est



Activity

Make **-er** and **-est** words from the words below.

Base word	+ er	+ est
silly	<i>sillier</i>	<i>silliest</i>
happy		
easy		
funny		
sloppy		
busy		
tidy		

Drop the silent -e at the end of a word before adding a suffix which begins with a vowel.

like~~e~~ + ed = liked



Activity

Make -er, -est, ing or -ed words from the words below

Base word	+ er	+ est	+ ing	+ ed
bake	<i>baker</i>		<i>baking</i>	<i>baked</i>
like				
make				
dine				
nice				
use				
smoke				
wise				
trade				
ride				
fine				

Some short words with short vowels in them double the final consonant before adding - ing, -er, -est, or -ed.

running
runn + ing



Activity

Make -er, -est, ing or -ed words from the words below

Base word	+ er	+ est	+ ing	+ ed
run	<i>runner</i>		<i>running</i>	
slip				
shop				
fit				
rob				
stun				
pot				
trip				
hot				

Test yourself with these word endings



Activity

- ☐ Add these suffixes to these words.
- ☐ Remember that you might need to change the spelling of the base word before you add the suffix.

tie+ ing	<i>tying</i>
fine + ed	
hop + ing	
write + er	
stop + ed	
invite + ing	
church + s	
worry + ed	
send + er	
knife + s	
easy + est	

dress + s	
remember +ing	
hop + ing	
try + ed	
fit + er	
dine + ing	
carry + er	
shop + er	
box + s	
sad + est	
hope + ing	

Check your work in the Answer Key at the back of the booklet.

Using an apostrophe

One of the most common spelling problems that adults make is the incorrect use of apostrophes.

❖ When NOT to use an apostrophe

The first thing to remember is that you DON'T use an apostrophe just because there is an **s** at the end of a word. Usually an **s** at the end of a word indicates a plural noun (more than one).

*many books**s** two dinners**s** five dollars**s**.*

If you are in the habit of automatically adding an apostrophe before the **s** at the end of all words that end with **s**, it is a habit you need to break.



Activity

- ☐ Write all these words in the plural.
- ☐ You don't need to think about it. Just write them without the apostrophe.

one page all the pages (example)

one window both the _____

one journey two _____

one worker all _____

this road all _____

a lemon a kilo of _____

this day three _____

one egg a dozen _____



*Make sure you **do the writing**. Don't just say to yourself, 'Yes, I understand that'.*

*Your hand has to get into the habit of writing an **s** without automatically using an apostrophe.*

You don't need the answer key for these. Just make sure no sneaky apostrophes have crept in there!

❖ When DO you use an apostrophe?

There are two reasons for using an apostrophe.

1) To indicate where a letter has been left out.

Can ~~not~~ = can't

should ~~have~~ = should've

do ~~not~~ = don't

These are called contractions. The two words have been contracted, or shortened. They are joined together and one or two letters has been left out.



Activity

- ☐ Write these words as contractions:

can not can't (example)

should not _____ it is _____ should have _____

have not _____ there is _____ do not _____

they are _____ who is _____ who has _____

could not _____ they will _____ I will _____

he will _____ you are _____ we are _____

has not _____ would not _____ will not _____

Will not is a tricky one. It doesn't follow the rule. You might need to check the answer key for that.



Check your work in the Answer Key at the back of the booklet.

2) To show belonging *(This is the tricky one)*

The apostrophe is used to show that something belongs to, or is owned by, someone or something.

For a singular noun, add 's after the word.

(A singular noun means just one person or thing.)

The book belonging to the boy. = The boy's book.

The whistle belonging to the referee. = The referee's whistle

The car belonging to the neighbour. = The neighbour's car

For plural nouns that already end in s, add just the apostrophe after the word.

The books belonging to the boys. = **The boys' books**

The whistles belonging to the referees. = **The referees' whistles**

If you add 's after a word that already ends in s, it makes the pronunciation clumsy.

We can't say **all the boys's books** or **both the referees's whistles**.

So we just drop the extra, clumsy s.



Activity

- ☐ Add apostrophes to these sentences where they are needed.

She is now going to a girls school.

The chairmans address was very long.

The visitors enter by the schools front entrance.

The visitors seats are at the side.

The visitors seat is at the side.

This is Mr Carpenters office

The brochures are on Mrs Jones desk.

All employees cars to be parked outside.

There is no soap in the mens room.

Chairs for sale at reasonable prices.

Coles has oranges for sale.

The oranges skins are very tough.

The oranges skin is very tough.

I can't drink cows milk.

Remember ...

NEVER USE APOSTROPHES JUST FOR A PLURAL NOUN.

~~Melon's For Sale~~

Melons For Sale



(You will see it often in advertisements – but it is WRONG)

❖ *Confusing apostrophes*

These pairs of words that sound the same are often confused.
Knowing about apostrophes and contractions will help you work them out.

who's
whose

If it means **who is** or **who has**, then it is **who's**.

it's
its

If it means **it is**, then it is **it's**.

you're
your

If it means **you are**, then it is **you're**.

they're
their
there

If it means **they are**, then it is **they're**.

This is one of the place words:

here **there** **where**

Words like this that sound the same and are spelt differently are called homophones.

homophone

'homo-' means
the same

'phone' means
sound



Activity

it's or its?

The house needs _____ front door painted. I think _____ time we had a change of colour because _____ been many years since it was painted. I'll buy it at this shop because _____ car park is easier to get to.

who's or whose?

_____ going to pick up those jackets? I don't know _____ they are or _____ been leaving their things here.

Unless I find out _____ clothes they are, I'll throw them out.

You're or your?

You worked hard and now you have _____ reward.

If _____ prepared to work on the weekend, then you will earn _____ bonus as well. However, _____ going to have to start early.

They're or their or there?

_____ going to build _____ new house _____.

That's _____ old house over _____

The agent said _____ asking too much money for it.

4 - What works best for YOU?

I learn best by trying to photograph the word in my mind.

And it helps me if I test myself often.



I think it helps to use a number of different strategies.

In this booklet you have been introduced to a number of ways of remembering how to spell a word. Some strategies work better for some people than others.



Activity

Which ones have worked best for you? Tick the ones that have been useful. (It's OK to tick them all but think about it first!)

Getting a 'photograph' of the word in your mind	<input checked="" type="checkbox"/>
Concentrating on word shapes	<input type="checkbox"/>
Writing the tricky bit in colour	<input type="checkbox"/>
Using 'spelling pronunciation' and pronouncing the silent letters	<input type="checkbox"/>
Breaking it into syllables	<input type="checkbox"/>
Spelling the word to yourself as you write it	<input type="checkbox"/>
Writing it several times	<input type="checkbox"/>
Thinking about the difficult bit	<input type="checkbox"/>
Hooking the problem word to a word you know	<input type="checkbox"/>
Breaking words into their base words, prefixes and suffixes	<input type="checkbox"/>
Testing yourself often	<input type="checkbox"/>

How to tackle an unfamiliar word

How do good spellers spell unfamiliar words ?

These are some things that good spellers do.



Activity

- ☐ Tick the ones you do, or you might try.

☐

Write quickly without thinking about it too hard. Then worry about the problem words later. When you write a word quickly, sometimes it just comes to you.

☐

Write it a few ways to see which one looks right.

~~plesent~~ ~~plessent~~

~~pleasant~~ pleasant ✓

This strategy relies on your visual memory.

So keep reading a lot and take notice of words!

☐

Write the part you are sure of and leave the problem bit blank. Then fill in the blank part in different ways. Which one looks right?
nec__ary ?

~~necesaray~~ ~~necessery~~

~~necessaray~~ necessary ✓

☐

Link the problem bit to a word you already do know.

juge or judge ✓

ledge bridge edge

- ☐ Use the spell checker on the computer.

If you use a computer, make sure that the spell checker is turned on in your Word program. Find out how the red wiggly line under a misspelling works.

Using the spell checker isn't cheating. It doesn't do the whole job. It is just another tool. You should try to work out the correct spelling before you right-click on the spell checker. Just use that to see what the alternatives are. Working out which of the alternatives is the right one is a useful spelling activity. You should then treat the spelling error just as we have suggested in this booklet, and make sure you learn the correct spelling.

But remember, it doesn't work for all words, especially words that are pronounced the same and spelt differently (homophones), such as **there/ their**. Also, it might not show the word you want.

- ☐ If you have a Smart Phone, you could Ask Siri.

'Hey Siri, how do you spell ...?'

However, like the Spell Checker, it is not always correct, and you have to know how to pronounce the word correctly to start with.

- ☐ Think of a word that you do know that comes from the same word group and is connected in meaning.

medecine or medicine ✓
medical medicare

sine or sign ✓
signal signature

- ☐ Break the word into syllables or chunks. This is particularly useful with long words. Say it carefully and ask yourself, *'Have I got one or more letters for every sound I can hear?'*

yes/ ter/ day

dis/ gust/ ing

na/ tion/ al/ ity

☐ Look it up in a dictionary. In general, use the dictionary after you have tried one or more of these strategies, or to check that you are right.
Write down what you do know of the word, or some possible spellings first.
That will make your search easier.

☐ Ask someone, not just your mentor. Get used to asking other people too.
Even good spellers have to ask other people for help quite often.

☐ Look for somewhere else it might be written. For example, in a letter written to you, an email or notice at work or your notes for a course you are doing.

☐ What other tips have you picked up while you have been working through this booklet?

☐ If you wanted to give someone else some learn-to-spell tips, what would you tell them?

I hope your first tip was:

Keep writing – often!



Answer Key

PAGE 18

jumping

include

accept

PAGE 23

sentence	sen – tence	2
syllable	syl- la- ble	3
Australian	Aus-tra-li-an	4
representative	rep-re-sent-a-tive	5

PAGE 23

jum/ per	lim/ it/ ed
some/ thing	un/ lim/ it/ ed
co/ py/ ing	stay
be/ cause	be/ tween
a/ lone	de/ pend
al/ most	in/ for/ ma/ tion

PAGE 24

sign	write	crumb	who	answer
wrong	tight	knit	white	kneel
ghost	thumb	design	hour	when
plumber	honest	autumn	knight	wrinkle

PAGE 26		
	Prefix	Base word
nonsense	<i>non</i>	<i>sense</i>
update	<i>up</i>	<i>date</i>
preview	<i>pre</i>	<i>view</i>
recall	<i>re</i>	<i>call</i>
supermarket	<i>super</i>	<i>market</i>
unhappy	<i>un</i>	<i>happy</i>
underline	<i>under</i>	<i>line</i>
cooperate	<i>co</i>	<i>operate</i>
illegal	<i>il</i>	<i>legal</i>
mistreat	<i>mis</i>	<i>treat</i>
impolite	<i>im</i>	<i>polite</i>
preview	<i>pre</i>	<i>view</i>

PAGE 27			
un- (means not)		re- (means again)	
true	<i>untrue</i>	view	<i>review</i>
kind	<i>unkind</i>	move	<i>remove</i>
lucky	<i>unlucky</i>	use	<i>reuse</i>
fair	<i>unfair</i>	fund	<i>refund</i>
healthy	<i>unhealthy</i>	search	<i>research</i>
conscious	<i>unconscious</i>	turn	<i>return</i>
usual	<i>unusual</i>	call	<i>recall</i>
cover	<i>uncover</i>	build	<i>rebuild</i>
wrap	<i>unwrap</i>	place	<i>replace</i>
just	<i>unjust</i>	cycle	<i>recycle</i>
certain	<i>uncertain</i>	produce	<i>reproduce</i>
tidy	<i>untidy</i>	fresh	<i>refresh</i>

PAGE 28			
dis- (means not/ without)		mis- (means wrongly)	
agree	<i>disagree</i>	treat	<i>mistreat</i>
like	<i>dislike</i>	fortune	<i>misfortune</i>
obey	<i>disobey</i>	behave	<i>misbehave</i>
infect	<i>disinfect</i>	match	<i>mismatch</i>
count	<i>discount</i>	laid	<i>misaid</i>
appear	<i>disappear</i>	take	<i>mistake</i>
connect	<i>disconnect</i>	fit	<i>misfit</i>

PAGE 29			
Prefix	Meaning	Example	Other examples
trans-	across	transfer	<i>transport, translate, transmit</i>
bi-	two, twice	bicycle	<i>bilingual, bifocal, biceps, biannual</i>
tri-	three	tricycle	<i>triple, triplets, tripod, triangle</i>
pre-	before	prefix	<i>precaution, predict, preface, prevent, preliminary, premature, preamble,</i>
post-	after	postpone	<i>postscript, postnatal, post-operative</i>
in-	not	invisible	<i>incurable, inaccurate, inappropriate inconvenient, insensitive, incomplete</i>
il-	not	illegal	<i>illogical, illiterate, illegitimate, illegible</i>
im-	not	impure	<i>imbalance, immature, immoral, impatient, imperfect, impossible</i>
ir-	not	irregular	<i>irrational, irrelevant, irresistible</i>
de-	undo, away	detour	<i>defrost, defuse, dehydrate, demerit, demist, deodorant, decompose</i>

PAGE 30		
	Base word	Suffix
working	<i>work</i>	<i>ing</i>
helpful	<i>help</i>	<i>ful</i>
careless	<i>care</i>	<i>less</i>
sickness	<i>sick</i>	<i>ness</i>
movement	<i>move</i>	<i>ment</i>
enjoyed	<i>enjoy</i>	<i>ed</i>
kindly	<i>kind</i>	<i>ly</i>
acidic	<i>acid</i>	<i>ic</i>
magical	<i>magic</i>	<i>al</i>
publicly	<i>public</i>	<i>ly</i>
mileage	<i>mile</i>	<i>age</i>
weaken	<i>weak</i>	<i>en</i>
justice	<i>just</i>	<i>ice</i>

PAGE 31			
	Prefix	Base word	Suffix
imported	<i>im</i>	<i>port</i>	<i>ed</i>
recalling	<i>re</i>	<i>call</i>	<i>ing</i>
untruthful	<i>un</i>	<i>truth</i>	<i>ful</i>
repayment	<i>re</i>	<i>pay</i>	<i>ment</i>
refreshment	<i>re</i>	<i>fresh</i>	<i>ment</i>
unemployment	<i>un</i>	<i>employ</i>	<i>ment</i>
incorrectly	<i>in</i>	<i>correct</i>	<i>ly</i>
unhelpful	<i>un</i>	<i>help</i>	<i>ful</i>
anticlockwise	<i>anti</i>	<i>clock</i>	<i>wise</i>

PAGE 32			
-ed		-ly	
work	<i>worked...</i>	quiet	<i>quietly</i>
play	<i>played</i>	slow	<i>slowly</i>
rush	<i>rushed</i>	quick	<i>quickly</i>
cook	<i>cooked</i>	silent	<i>silently</i>
open	<i>opened</i>	calm	<i>calmly</i>
-ing		-ness	
open	<i>opening.</i>	sick	<i>sickness</i>
select	<i>selecting</i>	good	<i>goodness</i>
kick	<i>kicking</i>	sad	<i>sadness</i>
dress	<i>dressing</i>	weak	<i>weakness</i>
-ful			
joy	<i>joyful</i>		
dread	<i>dreadful</i>		
peace	<i>peaceful</i>		
care	<i>careful</i>		
thank	<i>thankful</i>		
youth	<i>youthful</i>		

PAGE 33		
Suffix	Example	Other examples
-able	capable	<i>readable, adaptable, available, changeable, forgettable, hospitable, likeable, removable</i>
-tion	action	<i>association, evacuation, calculation, creation, civilization, motivation, publication, migration</i>
-ous or -ious	nervous	<i>dangerous, fabulous, numerous, famous, joyous, infectious, mysterious, serious, spacious, obvious</i>
-ist	artist	<i>motorist, cyclist, scientist, psychologist, feminist</i>
-or	sailor	<i>actor, advisor, creator, visitor, governor</i>
-less	restless	<i>aimless, careless, breathless, endless, harmless,</i>

		<i>jobless, pointless, spotless, worthless, hairless</i>
-en	broken	<i>sharpen, tighten, soften, lighten, darken, loosen,</i>
-er	writer	<i>shorter, taller, older, greener, sooner, wiser, plumber, baker, player, maker, teacher, leader</i>
-est	brightest	<i>shortest, tallest, oldest, wisest, fastest, youngest, earliest, latest, poorest, smartest,</i>
-ence	preference	<i>absence, defence, existence, fence, experience, offence, preference, silence, sentence, reference</i>

PAGE 34

Word	Base word	Suffix/ suffixes		Word	Base word	Suffix/ suffixes
applied	<i>apply</i>	<i>-ed</i>		defiant	<i>defy</i>	<i>-ant</i>
nervously	<i>nerve</i>	<i>-ous, -ly</i>		writing	<i>write</i>	<i>-ing</i>
baking	<i>bake</i>	<i>-ing</i>		restless	<i>rest</i>	<i>-less</i>
commencing	<i>commence</i>	<i>-ing</i>		usefulness	<i>use</i>	<i>-ful, -ness</i>
trader	<i>trade</i>	<i>-er</i>		famously	<i>fame</i>	<i>-ous, -ly</i>

PAGE 35

Root	Meaning	Examples
bi-	two	<i>bicycle, biennial, bisect, bilateral, biceps, bicentenary, binoculars, bipolar</i>
tri-	three	<i>triangle, triennial, tripod, triple, trio, triplets, trinity</i>
quad-	four	<i>quadrangle, quadrant, quadruple, quadruplets</i>
dec-	ten	<i>decade, decimal</i>
cent-	one hundred	<i>century, centimetre, centipede</i>
mill-	thousand	<i>millilitre, milligram, millipede</i>
mega-	great, million	<i>megabyte, megastar, megaphone</i>

PAGE 36

Root	Meaning	Examples
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<i>annus</i>	a year	<i>annual, anniversary</i>
<i>aqua</i>	water	<i>aquatic, aquarium</i>
<i>audio</i>	hear	<i>audible, audition, audience</i>
<i>bene</i>	good, well	<i>benefit, benefactor</i>
<i>manus</i>	hand	<i>manual, manufacture, manage</i>
<i>primus</i>	first	<i>primitive, primary, prime</i>
<i>scribo</i>	write	<i>describe, scribble, script</i>

PAGE 36		
Root	Meaning	Examples
<i>derma</i>	skin	<i>dermatitis, dermatologist</i>
<i>graphein</i>	write	<i>autograph, graphic, graph, paragraph</i>
<i>metros</i>	measure	<i>thermometer, metric, speedometer</i>
<i>monos</i>	one, alone	<i>monopoly, monotone, monologue</i>
<i>pathos</i>	feeling	<i>sympathy, empathy, pathetic</i>
<i>psych</i>	mind, soul	<i>psychology, psychic, psychiatry</i>
<i>phone</i>	sound	<i>microphone, phonic, telephone</i>
<i>photo</i>	light	<i>photocopy, photography</i>
<i>tele</i>	afar	<i>telephone, telescope, television</i>

PAGE 39			
-tion	-ash	-ach	-er
<i>station</i>	<i>splash</i>	<i>reach</i>	<i>supplier</i>
<i>nation</i>	<i>trash</i>	<i>teach</i>	<i>writer</i>
<i>relation</i>	<i>flash</i>	<i>preach</i>	<i>walker</i>
<i>action</i>	<i>smash</i>	<i>bleach</i>	<i>jumper</i>
<i>position</i>	<i>crash</i>		<i>builder</i>
<i>inspection</i>			

PAGE 40

He will **earn** a lot of money.
I need to **learn** to spell that word.
The **earth** is shaped like a sphere.
I will get up **early** in the morning.

PAGE 41

I **ought** to go home soon.
He **bought** a new shirt.
He **brought** it home.
I **thought** it looked very good.
My grandfather **fought** in the war.

PAGE 42

I saw a **bright light** shining.
I need a **knight** in shining armour to **fight** for me.
What a **sight** that is!
He **might** be home late.
There's a storm so the **flight** is late.
I spelt it **right** the first time.

PAGE 42

He **taught** me to play the guitar.
I have one son and one **daughter**
He **caught** the bus to work.

PAGE 43

He wears the club **badge** on his coat.
We need to drive across the **bridge**.
Our house is at the **edge** of town.
This will improve your **knowledge** of spelling patterns.
She planted a **hedge** at the front of the garden.
The cat likes to sit on the window **ledge**.
He had to go to court and face a **judge**.

PAGE 46

A **thief** stole my car.

The truck uses **diesel** fuel

She told a lie to **deceive** them

The person who lives next door is called your **neighbour**.

I am painting the walls and the **ceiling** of the room.

He will **receive** a reward for his good deeds.

When his wife died, he was consumed with **grief**.

Don't forget to give me a **receipt** for my payment.

PAGE 48

Loaf–loaves knife-knives

*Words which end in **f** or **fe** form their plural by changing the **f** to **v** and adding **es**.*

bus-buses bush-bushes church-churches box-boxes dress–dresses

*Words which end in **s**, **sh**, **ch**, **ss** or **x**. (hissing sounds) form their plural by adding **es**.*

PAGE 49

Base word	+ er	+ est
silly	<i>sillier</i>	<i>silliest</i>
happy	<i>happier</i>	<i>happiest</i>
easy	<i>easier</i>	<i>easiest</i>
funny	<i>funnier</i>	<i>funniest</i>
sloppy	<i>sloppier</i>	<i>sloppiest</i>
busy	<i>busier</i>	<i>busiest</i>
tidy	<i>tidier</i>	<i>tidiest</i>

PAGE 50				
Base word	+ er	+ est	+ ing	+ ed
bake	<i>baker</i>		<i>baking</i>	<i>baked</i>
like			<i>liking</i>	<i>liked</i>
make	<i>maker</i>		<i>making</i>	
dine	<i>diner</i>		<i>dining</i>	<i>dined</i>
nice	<i>nicer</i>	<i>nicest</i>		
use	<i>user</i>		<i>using</i>	<i>used</i>
smoke	<i>smoker</i>		<i>smoking</i>	<i>smoked</i>
wise	<i>wiser</i>	<i>wisest</i>		
trade	<i>trader</i>		<i>trading</i>	<i>traded</i>
ride	<i>rider</i>		<i>riding</i>	
fine	<i>finer</i>	<i>finest</i>		<i>fined</i>

PAGE 51				
Base word	+ er	+ est	+ ing	+ ed
run	<i>runner</i>		<i>running</i>	
slip	<i>slipper</i>		<i>slipping</i>	<i>slipped</i>
shop	<i>shopper</i>		<i>shopping</i>	<i>shopped</i>
fit	<i>fitter</i>	<i>fittest</i>	<i>fitting</i>	<i>fitted</i>
rob	<i>robber</i>		<i>robbing</i>	<i>robbed</i>
stun	<i>stunner</i>		<i>stunning</i>	<i>stunned</i>
pot	<i>potter</i>		<i>potting</i>	<i>potted</i>
trip	<i>tripper</i>		<i>tripping</i>	<i>tripped</i>
hot	<i>hotter</i>	<i>hottest</i>	<i>hotting</i>	

PAGE 52

tie+ ing	<i>tying</i>	dress + s	<i>dresses</i>
fine + ed	<i>fined</i>	remember +ing	<i>remembering</i>
hop + ing	<i>hoping</i>	hop + ing	<i>hopping</i>
write + er	<i>writer</i>	try + ed	<i>tried</i>
stop + ed	<i>stopped</i>	fit + er	<i>fitter</i>
invite + ing	<i>inviting</i>	dine + ing	<i>dining</i>
church + s	<i>churches</i>	carry + er	<i>carrier</i>
worry + ed	<i>worried</i>	shop + er	<i>shopper</i>
send + er	<i>sender</i>	box + s	<i>boxes</i>
knife + s	<i>knives</i>	sad + est	<i>saddest</i>
easy + est	<i>easiest</i>	hope + ing	<i>hoping</i>

PAGE 54

should not	<i>shouldn't</i>	it is	<i>it's</i>	should have	<i>should've</i>
have not	<i>haven't</i>	there is	<i>there's</i>	do not	<i>don't</i>
they are	<i>they're</i>	who is	<i>who's</i>	who has	<i>who's</i>
could not	<i>couldn't</i>	they will	<i>they'll</i>	I will	<i>I'll</i>
he will	<i>he'll</i>	you are	<i>you're</i>	we are	<i>we're</i>
has not	<i>hasn't</i>	would not	<i>wouldn't</i>	will not	<i>won't</i>

PAGE 56

She is now going to a *girls'* school. (a school for lots of girls)

The *chairman's* address was very long.

The visitors enter by the *school's* front entrance.

The *visitors'* seats are at the side. (seats belonging to lots of visitors)

The *visitor's* seat is at the side. (seat belonging to one visitor)

This is *Mr Carpenter's* office

The brochures are on *Mrs Jones'* desk.

All *employees'* cars are to be parked outside.

There is no soap in the *men's* room.

Chairs for sale at reasonable prices.

Coles has oranges for sale.

The *oranges'* skins are very tough. (skin of many oranges)

The *orange's* skin is very tough. (skin of just one orange)

I can't drink *cows'* milk. (milk that comes from cows.)

it's or its?

The house needs *its* front door painted. I think *it's* time we had a change of colour because *it's* been many years since it was painted. I'll buy it at this shop because *its* car park is easier to get to.

who's or whose?

Who's going to pick up those jackets? I don't know *whose* they are or *who's* been leaving their things here. Unless I find out *whose* clothes they are, I'll throw them out.

You're or your?

You worked hard and now you have *your* reward.

If *you're* prepared to work on the weekend, then you will earn *your* bonus as well. However, *you're* going to have to start early.

They're or their or there?

They're going to build *their* new house *there*.

That's *their* old house over *there*.

The agent said *they're* asking too much money for it.

