This handbook will assist anyone of adult age improve their spelling skills. Within are many strategies and tips for improving day-to-day spelling. It teaches spelling using a number of strategies including phonics and whole word recognition. Lessons begin by introducing basic vowel sounds and progress through consonants, letter-blends, syllables, prefixes and suffixes.

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## Contents

Solutions 4 Spelling HANDBOOK ................................................................. 1
Contents ........................................................................................................ 3
Getting Started ............................................................................................ 8
  Introduction .................................................................................................. 8
  Activity: Spelling Assessment ..................................................................
  Think About It - Can You Read These? .....................................................
  Four Basic Tips to Improve Your Handwriting .........................................
  Essential Sight Words ............................................................................... 11
Lesson One .................................................................................................. 13
  Let’s Go ......................................................................................................
  Letter & Letter-Blend Sounds [Phonics] ...................................................
  Brain Training ...........................................................................................
  Vowel Sounds ...........................................................................................
  Short and Long Vowel Sounds .................................................................
  Suggestions ............................................................................................... 14
Lesson Two ................................................................................................. 17
  The Four Sounds of the Vowels .................................................................
  Summary of the Vowel Sounds ................................................................
  Suggestions ............................................................................................... 18
Lesson Three ............................................................................................... 21
  The y Sounds ............................................................................................
  How Y Became a Vowel ...........................................................................
  The Letter y Has Four Sounds ................................................................
  The Sound Story of a Word .....................................................................
  Activity: Sound Story .............................................................................
  Suggestions ............................................................................................... 22
Lesson Four ................................................................................................. 25
  Spelling Strategies ...................................................................................
  Spelling Strategy – Words Within Words ..................................................
Lesson Five

Spelling Strategy - Editing and Proof Reading
Consonant Sounds – b to m
Activity: Spelling Review – Active E Version 1
Activity: Sound Story
Suggestions

Lesson Six

Activity: Spelling Review – Active E Version 2
Consonant Sounds – n to z
Spelling Strategy - Write, Say, Look, Cover
Doubling Rule
Suggestions

Lesson Seven

Spelling Strategy - Take a Photo of the Word
Letter-Blends
Letter-Blends – th, ng, sh, wh, kn, wr, ch
Schwa Sounds
Correctly Pronouncing Words is Essential
Activity: Sound Story
Activity: Spelling Review
Suggestions

Lesson Eight

Spelling Strategy - Repeated Writing
Letter-Blends – ck, dge, tch, ed, or, ee, ar, oa
Activity: Sound Story
Activity: Spelling Review
Suggestions

Lesson Nine

Spelling Strategy - Trace the Word
Letter-Blends – ie, ai/ay, oi/oy, ei/ey, oo
Activity: Sound Story
Contents

Activity: Spelling Review ..............................................................................................................
Suggestions..................................................................................................................................

Lesson Ten .................................................................................................................................... 51
Spelling Strategy – *Say the Word as it Appears* ........................................................................
Letter-Blends – ea, igh, ou/ow, au/aw ......................................................................................
Activity: Sound Story ..................................................................................................................
Activity: Spelling Review ............................................................................................................

Lesson 11 .................................................................................................................................... 55
Letter-Blends – ew, gn, gu, gh, ui, eigh......................................................................................
Spelling Strategy – *Special Sayings 1* .....................................................................................
Activity: Spelling Review – *Special Sayings 1* ........................................................................
Activity: Sound Story ..................................................................................................................
Activity: Spelling Review ............................................................................................................

Lesson 12 .................................................................................................................................... 59
Spelling Strategy – *Patterns and Rules* ....................................................................................
Letter-Blends – ti, tion, sion, ci, cian, xi .....................................................................................
The Four Spellings of the OR Sound .............................................................................................
Activity: Sound Story ..................................................................................................................
Activity: Spelling Review ............................................................................................................
Suggestions..................................................................................................................................

Lesson 13 .................................................................................................................................... 63
Spelling Strategies - *Look at Words… it’s up to you!* .............................................................
Tips for Effective Proofreading by BBC Skillwise ......................................................................
Letter-Blends – ph, rh, sc, eu, ps .................................................................................................
The Five Spellings of the ‘er’ Sound ............................................................................................
Activity: Sound Story ..................................................................................................................
Activity: Spelling Review ............................................................................................................

Lesson 14 .................................................................................................................................... 65
The Five Spellings of the ‘air’ Sound ............................................................................................
Spelling Strategies - *Special Sayings 2* ....................................................................................
Activity: Sound Story ..................................................................................................................
Activity: Spelling Review – *Special Sayings 2* ........................................................................

Lesson 15 .................................................................................................................................... 69

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<table>
<thead>
<tr>
<th>Syllables</th>
<th>..............................................................</th>
</tr>
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<td>Activity: Syllables</td>
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</tr>
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<td>..............................................................................</td>
</tr>
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<td>..............................................................................</td>
</tr>
<tr>
<td>Suffixes</td>
<td>..............................................................................</td>
</tr>
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<td>..............................................................................</td>
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<td>Prefixes, Suffixes and Double Consonants</td>
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Lesson 16 .............................................................................. 77

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<thead>
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<th>Adding Suffixes</th>
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<tbody>
<tr>
<td>Drop the e</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>Adding Suffixes to Words Ending in y</td>
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</tr>
<tr>
<td>The Doubling Rule</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>The Suffix ‘ation’, ‘tion’ and ‘ion’</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>The Suffix ‘ful’</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>The Suffix ‘ly’</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>The Suffix ‘or’ and ‘er’</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>The Suffix ‘able’ and ‘ible’</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>Activity: Word chunking</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>Activity: Sound Story</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>Activity: Spelling Review</td>
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Lesson 17 .............................................................................. 85

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<th>Apostrophes</th>
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</tr>
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<tr>
<td>Activity: Sound Story</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>Ownership Apostrophe</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>Missing Letter Apostrophe</td>
<td>..............................................................................</td>
</tr>
<tr>
<td>Apostrophes in Summary</td>
<td>..............................................................................</td>
</tr>
</tbody>
</table>
Contents

Activity: Ownership Apostrophe .................................................................
Activity: Missing Letter Apostrophe ............................................................
Lesson 18 ...................................................................................................... 89
Spelling Strategies - *Special Sayings 3* ......................................................
Homonyms and Homophones ......................................................................
Synonyms and Antonyms ............................................................................
Palindromes ..................................................................................................
Activity: Spelling Review – *Special Sayings 3* ............................................
Final Points ..................................................................................................... 95
Words from other languages ......................................................................
Use the dictionary for pronunciation .........................................................
Choose your spelling ..................................................................................
Compound Words .........................................................................................
Language is Living ......................................................................................
Activity: Spelling Assessment ....................................................................
Spelling Assessment .................................................................................... 97
Prefixes and Suffixes .................................................................................... 100
Getting Started
Introduction

One of the most common requests from adult literacy students is for assistance in improving spelling skills. The vast majority of adults in Australia are able to read basic texts. However trying to spell those same words is a totally different matter.

At first glance, spelling appears to be just the flip side of reading. When you read, you translate letters into spoken words. When you spell, you translate spoken words into letters.

But spelling is not the flip side of reading! Reading provides visual clues, so the reader simply needs to decode those clues to make sense of the text. But spelling provides no visual hints or clues. The writer must encode the words from scratch in your mind and rely on past knowledge and memory of letter blends and patterns. It requires a more complex thought process; so to improve spelling skills it is important to develop thinking skills.

Good spelling must be taught. Just because someone is a good reader does not mean he or she will automatically be a good speller. For best results, spelling should be taught in a logical order and gradually build from basic sounds to more advanced letter blends.

The following paragraphs will help you to understand how easy it can be to decode text. This handbook will help you with encoding skills. Some people like to measure their learning success, so we have included a spelling assessment which you may choose to do before starting the lessons. It starts from basic words and gradually increases in difficulty through to upper high school level.

This chapter also details some essential sight words and important day-to-day words that everyone should know. Use the various spelling strategies presented throughout this handbook to help you learn them.

Activity: Spelling Assessment
In the Spelling Assessment chapter of this course there is a list of 69 words to be used as a spelling assessment. Doing this assessment will help you track the progress of your spelling ability. It is a good idea to do the assessment now and again at the end of the course to compare your progress. Doing the assessment now is optional. Get someone to dictate the words to you.
Think About It - Can You Read These?
I cdnuolt blveiee taht I cluo daulaclty uesdnatnrd what I was rdanieg. The phaonmneal pweor of the hmuan mind.

Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it dseno’t mtaetr in what oerdr the ltteres in a wrod are, the only iproamntnt tnhg is taht the frsit and lsat ltteer be in the rght pclae. The rset can be a taotl mses and you can still raed it whotuit a pboerlm.

This is bcuseae the human mind deosnot raed ervey ltter by istlef, but the wrod as a wlohe. Azanmig huh? Yaeh and taht is why this sllpenig cruse is so important!

~
7H15 M3554G3 53RV35 7O PROV3 H0W 0UR M1ND5 C4N D0 4M4Z1NG 7H1NG5! 1MPR3551V3 7H1NG5! WH3N Y0U B3G4N TO R34D 7H15 17 W45 D1FF1CUL7, BU7 FROM N0W ON Y0UR M1ND 1S R34D1NG 17 4U70M471C4LLY W17H0U7 3V3N 7H1NK1NG 4B0U7 17. 345Y R1GH7?

Four Basic Tips to Improve Your Handwriting

1. Round each letter
   (don’t make it pointy)

2. Make each letter touch the line
   (make it even at the bottom)

3. Write straight up and down
   (not on a slant)

4. Be consistent
   (UsE all bloCK or all SMall lettErs)
Essential Sight Words
Many of our most commonly used words cannot be sounded out to spell them. These can be the trickiest to spell correctly. Some of the most common of these are listed here. These words need to be learnt off-by-heart by identifying the whole word and treating it as one individual unit of spelling. This is called Whole Word Recognition. Use the Spelling Strategies presented in this handbook to learn how to spell these words. When this is done, they will look right and you will be able to spell them correctly.

<table>
<thead>
<tr>
<th>again</th>
<th>goes</th>
<th>said</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>great</td>
<td>should</td>
</tr>
<tr>
<td>any</td>
<td>have</td>
<td>some</td>
</tr>
<tr>
<td>Australian</td>
<td>laugh</td>
<td>sought</td>
</tr>
<tr>
<td>because</td>
<td>live</td>
<td>thorough</td>
</tr>
<tr>
<td>before</td>
<td>love</td>
<td>though</td>
</tr>
<tr>
<td>bought</td>
<td>much</td>
<td>thought</td>
</tr>
<tr>
<td>brought</td>
<td>none</td>
<td>through</td>
</tr>
<tr>
<td>buy</td>
<td>nothing</td>
<td>together</td>
</tr>
<tr>
<td>by</td>
<td>ocean</td>
<td>tough</td>
</tr>
<tr>
<td>caffeine</td>
<td>of</td>
<td>truly</td>
</tr>
<tr>
<td>come</td>
<td>off</td>
<td>very</td>
</tr>
<tr>
<td>could</td>
<td>once</td>
<td>want</td>
</tr>
<tr>
<td>daughter</td>
<td>only</td>
<td>warm</td>
</tr>
<tr>
<td>does</td>
<td>our</td>
<td>was</td>
</tr>
<tr>
<td>done</td>
<td>parent</td>
<td>water</td>
</tr>
<tr>
<td>enough</td>
<td>people</td>
<td>were</td>
</tr>
<tr>
<td>for</td>
<td>pretty</td>
<td>while</td>
</tr>
<tr>
<td>fought</td>
<td>rhythm</td>
<td>work</td>
</tr>
<tr>
<td>give</td>
<td>rough</td>
<td>would</td>
</tr>
</tbody>
</table>

If a number is up to ten write the whole word. If over ten write the digits.

It is also essential to know how to spell the following words correctly.

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Ordinals</th>
<th>Days</th>
<th>Months</th>
<th>Colours</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>first</td>
<td>1st</td>
<td>Monday</td>
<td>January</td>
<td>black</td>
</tr>
<tr>
<td>two</td>
<td>second</td>
<td>2nd</td>
<td>Tuesday</td>
<td>February</td>
<td>blue</td>
</tr>
<tr>
<td>three</td>
<td>third</td>
<td>3rd</td>
<td>Wednesday</td>
<td>March</td>
<td>brown</td>
</tr>
<tr>
<td>four</td>
<td>fourth</td>
<td>4th</td>
<td>Thursday</td>
<td>April</td>
<td>green</td>
</tr>
<tr>
<td>five</td>
<td>fifth</td>
<td>5th</td>
<td>Friday</td>
<td>May</td>
<td>grey</td>
</tr>
<tr>
<td>six</td>
<td>sixth</td>
<td>6th</td>
<td>Saturday</td>
<td>June</td>
<td>orange</td>
</tr>
<tr>
<td>seven</td>
<td>seventh</td>
<td>7th</td>
<td>Sunday</td>
<td>July</td>
<td>pink</td>
</tr>
<tr>
<td>eight</td>
<td>eighth</td>
<td>8th</td>
<td></td>
<td>August</td>
<td>purple</td>
</tr>
<tr>
<td>nine</td>
<td>ninth</td>
<td>9th</td>
<td></td>
<td>September</td>
<td>red</td>
</tr>
<tr>
<td>ten</td>
<td>tenth</td>
<td>10th</td>
<td></td>
<td>October</td>
<td>violet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>November</td>
<td>white</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>December</td>
<td>yellow</td>
</tr>
</tbody>
</table>
Let’s Go
A lot of the things in this handbook are meant to mess with your brain. We are trying to create an automatic connection in your brain with letters and letter-blends; between what you see and the sounds they make. Practise the letter and letter-blend sounds you learn for ten minutes a day to reinforce them into your mind. Use the Brain Training method below.

Letter & Letter-Blend Sounds [Phonics]
While there are only 26 letters in the Australian-English alphabet, there are nearly 50 letter sounds, as well as numerous additional sounds created by multi-letter combinations.

Almost without exception, the reason why people cannot read or spell well is because they do not know what letters make which sounds and vice-versa. The challenge facing anyone beginning to learn English, or the person wanting to improve their literacy skills, is to learn the letters that produce more than one sound signal, e.g. ‘c’ - cat, city; ‘er’ - her, very, serum; ‘ou’ - mouse, soup, touch. The task is even more challenging when different letter combinations make the same sound e.g. The ‘air’ sound in hair is also made by ‘are’ in mare and ‘ear’ in bear etc.

During the course we will present a list of letters and letter-blends. Each has a sound attached to it. We begin with the basics, which are the vowels. Vowels are very important and will require review throughout the whole course. By knowing what vowel sounds there are, we can work out how and when to double letters or determine when there is an ‘e’ at the end of a word. There are a lot of different things we can work out about the spelling of a word when we know what the vowel sound is. One strategy useful for this is the Brain Training method. We use as many senses as we can to reinforce these sounds.

Brain Training
Practise for at least ten minutes per day by simultaneously saying the sound out loud while looking at the letter-blend. Then write the letter-blend as you say the sound. Sit back, look at the letters and say the sound you have just written. Repeat as many times as required, to ‘train’ your brain to identify the sound that matches each letter or letter-blend.

1. Say the sound out loud and look at the letter-blend at the same time.
2. Write the letter-blend as you say the sound out loud.
3. Look at the letters you’ve written and say the sound out loud.
4. Repeat.
Vowel Sounds
In the alphabet we have 26 letters, consisting of 5 vowels and 21 consonants. Each vowel has a minimum of two sounds; some have four sounds. The first sound is called a short sound and the second a long vowel sound. Below are some words that illustrate the sounds that short and long vowels make. Use the Brain Training technique to learn them.

Short and Long Vowel Sounds

<table>
<thead>
<tr>
<th>Vowel</th>
<th>1st: short</th>
<th>2nd: long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>at</td>
<td>ate</td>
</tr>
<tr>
<td></td>
<td>cat</td>
<td>came</td>
</tr>
<tr>
<td></td>
<td>flat</td>
<td>tape</td>
</tr>
<tr>
<td>Ee</td>
<td>egg</td>
<td>me</td>
</tr>
<tr>
<td></td>
<td>men</td>
<td>she</td>
</tr>
<tr>
<td></td>
<td>chest</td>
<td>we</td>
</tr>
<tr>
<td>Ii</td>
<td>it</td>
<td>ice</td>
</tr>
<tr>
<td></td>
<td>trim</td>
<td>pride</td>
</tr>
<tr>
<td></td>
<td>drip</td>
<td>time</td>
</tr>
<tr>
<td>Oo</td>
<td>on</td>
<td>open</td>
</tr>
<tr>
<td></td>
<td>drop</td>
<td>hope</td>
</tr>
<tr>
<td></td>
<td>top</td>
<td>note</td>
</tr>
<tr>
<td>Uu</td>
<td>up</td>
<td>use</td>
</tr>
<tr>
<td></td>
<td>funny</td>
<td>tune</td>
</tr>
<tr>
<td></td>
<td>trust</td>
<td>huge</td>
</tr>
</tbody>
</table>
Active Ed In Orange Undies. The first letter of each word of this comic sentence is an example of the five short vowel sounds. Remember it and you will be able to remember the five short vowel sounds!

Suggestions

- When you learn a new word, write it in a sentence to help you remember its spelling and meaning.
- Practise the letter and letter-blend sounds you learn for ten minutes a day to reinforce them into your mind.
- Use the Brain Training method to reinforce them into your mind. Use these four channels into the mind, hear, see, say and write (touch), to constantly reinforce the learning process.
- To make sure you are learning each letter-blend thoroughly, also use the reverse procedure. Ask someone to dictate each sound to you. Write the correct letter-blend for that sound as you say the sound out loud.
- Play games such as Scrabble, Upwords, Hangman and junior crosswords.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
Lesson Two
THE FOUR SOUNDS OF THE VOWELS

In the previous lesson we learnt the short and long sounds of the vowels. Here you will learn the remaining sounds. Use the Brain Training technique with these vowel sounds.

The letter ‘a’ has four sounds. The third sound for the letter ‘a’ can be heard in words like *path* and *bath* and *past*. Americans don’t need this sound because they don’t say it. It is making the sound of ‘ar’. Often the letter ‘a’ says ‘ar’ on its own and you don’t need the letter ‘r’. The fourth sound for the letter ‘a’ is the sound in the word *all*.

<table>
<thead>
<tr>
<th>1st: short</th>
<th>2nd: long</th>
<th>3rd: [ar]</th>
<th>4th: [or]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>at</td>
<td>ate</td>
<td>path</td>
</tr>
<tr>
<td></td>
<td>cat</td>
<td>came</td>
<td>task</td>
</tr>
<tr>
<td></td>
<td>flat</td>
<td>tape</td>
<td>pass</td>
</tr>
</tbody>
</table>

The letter ‘o’ has four sounds. In addition to the short and long sounds, the third sound can be heard in the word *mother* and the fourth in the word *do*.

<table>
<thead>
<tr>
<th>1st: short</th>
<th>2nd: long</th>
<th>3rd: [ü]</th>
<th>4th: [ōō]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oo</td>
<td>on</td>
<td>open</td>
<td>mother</td>
</tr>
<tr>
<td></td>
<td>drop</td>
<td>hope</td>
<td>front</td>
</tr>
<tr>
<td></td>
<td>top</td>
<td>note</td>
<td>dozen</td>
</tr>
</tbody>
</table>

The letter ‘u’ has three sounds. The third sound as in the word *put*.

<table>
<thead>
<tr>
<th>1st: short</th>
<th>2nd: long</th>
<th>3rd:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uu</td>
<td>up</td>
<td>use</td>
</tr>
<tr>
<td></td>
<td>funny</td>
<td>tune</td>
</tr>
<tr>
<td></td>
<td>trust</td>
<td>huge</td>
</tr>
</tbody>
</table>
### Summary of the Vowel Sounds

<table>
<thead>
<tr>
<th>1st: short</th>
<th>2nd: long</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>at</td>
<td>ate</td>
<td>path</td>
</tr>
<tr>
<td></td>
<td>cat</td>
<td>came</td>
<td>task</td>
</tr>
<tr>
<td></td>
<td>flat</td>
<td>tape</td>
<td>pass</td>
</tr>
<tr>
<td>Ee</td>
<td>egg</td>
<td>me</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>trust</td>
<td>huge</td>
<td>push</td>
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### Suggestions
- When you learn a new word, write it in a sentence to help you remember its spelling and meaning.
THE SOUND STORY OF A WORD
In this course we are talking about the sounds that letters and letter-blends make, rather than the names of the actual letters. For example, the word night has five letters n-i-g-h-t, but only three sounds: n-igh-t. (‘igh’ makes the long vowel ‘i’ sound). As a way of describing this process, we will call it the sound story. The word gnaw has four individual letters g-n-a-w but only two sounds. The sound story for gnaw is gn-aw: ‘gn’ makes the ‘n’ sound and ‘aw’ the ‘or’ sound. In other words, we are saying the sounds of each of the letters and letter-blends that make up a word.

Activity: Sound Story
Q. What is the Sound Story of the word funny?
A. f-u-n-n-y: the ‘u’ is the short vowel sound and the ‘y’ is the long vowel ‘e’ sound

Q. What is the Sound Story of the word open?
A. o-p-e-n: the ‘o’ is the long vowel sound and the ‘e’ is the short vowel sound
Lesson Three
SPELLING STRATEGIES
You will learn several Spelling Strategies throughout this course. They are tips for improving spelling skills. The idea is to try each one out and then pick about three that suit you. Remember that we use different strategies for different words. You may, for example, try breaking a word down into smaller parts to help you remember it. Well that doesn’t always work. So if it’s not working, what you need to do is try a different type of strategy. It might be one where you try to memorise it or write it out repeatedly. So use different types of strategies for different types of words you want to learn.

The following are some suggested strategies to use when you really need to remember how to spell a certain word. For example, it is essential that you know how to spell your FULL name, address, suburb (in full), city of birth and any other details which may appear on an application form.

You should also know how to spell the names of close family members, your mother’s maiden name and terms used in any work-related environment. It’s also handy if you can spell your favourite interests (eg. sporting team, musical instrument, computer game or movie).

Choose two or three strategies which you think would be the most effective and practise them using words that are relevant to you.

For words that you only need to use occasionally, simply look up a dictionary, spell checker or ask someone reliable for the spelling.
THE Y SOUNDS
There is a letter that likes to pretend it is a vowel. It sometimes does the job of two of the vowels. It’s the ‘y’! Sometimes the letter ‘y’ does the job of the letter ‘i’ and sometimes the letter ‘e’.

How Y Became a Vowel
Y and Z were laz ing around the pool one day, with nothing to do. There were no words that required their services. All of a sudden, A came hurrying towards them.

“G’day,” said Y, sitting up quickly, hoping for a chat, “How are you going?”

“Can’t stop to talk now!” said A, who rushed past and was out of sight in a flash.

“Wouldn’t you hate to be a vowel?” said Z slowly. “Always busy, busy, busy.”

“I guess so,” said Y thoughtfully. But Y couldn’t help wondering how interesting it would be to appear in so many different words. An hour later, O and U came by.

“Come and have a chat,” said Y moving over and making room for them.

“No time,” said O importantly. “So many words, so little time.”

“Could do with some help,” said U who was clearly out of breath. Off they went. This gave Y an idea. Y turned to Z.

“You know, I agree with you that I wouldn’t want to be as busy as the vowels, however, I wouldn’t mind filling in for one of them sometimes. It could be fun.” No sooner had Y said that, when E and I came along.

“How’s it going E? How’s it going I?” said Y, who jumped to his feet in front of them. They looked flustered.

“I’m needed at the end of so many words!” said E, “I just can’t keep up with the demand.” “… and and I’m busy too!” said I. This gave Y another idea.

“Would you like me to help you?” Y asked.

E stopped and turned to face Y. “How do you mean?”
“Well,” said Y “I’d be happy to do your job for you sometimes - mostly at the end of words and occasionally in other places.”

“You know, that could work.” Said E, thoughtfully. “Except, what happens when we need to add ‘ing’ or ‘ed’ or ‘es’ to a word? You would become awfully squashed.”

“Oh yes, you’re right, that would be uncomfortable.”

“Oh! Oh! Oh!” said I. “I’m really slim! I could fit in!”

“Oh that’s a great idea” said E.

“Well, in those words” said Y, “I’ll stand aside and you can take over.”

“Like if we need to make beauty into beautiful? Or family to families or familiar?” said I.

“Exactly!” said Y excitedly.

“Y?” said I “Do you think you could hang around sometimes so we can have a chat? Like if we need to make cry into crying and worry into worrying? I’d really like that”

“Sure” said Y to I as he put his arm around I’s shoulder.

“Okay, let’s give it a go.” They quickly walked away, leaving Z shaking his head.

“Change the Y to an I and you add the rest. Wouldn’t catch me doing that.” mumbled Z, who yawned and rolled over lazily to catch some zzzzzzzz’s.

### The Letter y Has Four Sounds

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd: short ‘i’</th>
<th>3rd: long ‘i’</th>
<th>4th: long ‘e’</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>system</td>
<td>cycle</td>
<td>happy</td>
</tr>
<tr>
<td>yellow</td>
<td>symbol</td>
<td>sky</td>
<td>funny</td>
</tr>
<tr>
<td>you</td>
<td>gym</td>
<td>my</td>
<td>carry</td>
</tr>
</tbody>
</table>
Lesson Four
Spelling Strategy – *Words Within Words*

The first Spelling Strategy is called *Words Within Words*: look for smaller, more familiar words, within larger ones, or find a familiar group of letters. Then all you have to remember are the letters that go before or after.
THE ACTIVE E

In the majority of cases, when we put an ‘e’ at the end of a word it does a specific job; it’s there for a reason. Most commonly, it changes the sound of the previous vowel from short to long. In other words, it makes the vowel ‘say its name’.

Here’s an example:

The word hop has three sounds – h|o|p. The sound the ‘o’ makes is short (as in orange)

When we add an ‘e’ to the end, we get hope. Still three sounds but this time the sound of the ‘o’ is long (as in open). The ‘e’ is like a secret code which tells the reader to change the sound of the previous vowel.

cap to cape   bath to bathe   cod to code   rip to ripe

Some people call it a silent ‘e’, but really silent letters are letters that you ignore. Don’t ignore the ‘e’ here, it is saying go back to the previous vowel and change it from a short sound to a long sound. So we are certainly not ignoring it. Some call it a Magic ‘e’. We call it an Active ‘e’.

What about words ending in ‘le’ such as in angle? All syllables [described fully in lesson 11] in English words must contain a vowel or vowel sound (a, e, i, o, u, y). The word ‘angle’ has two syllables; an|gl – therefore we must add the ‘e’ at the end to follow this rule.

Activity: Sound Story

Q. What is the Sound Story of the word lazy?
A. I-a-z-y: the ‘a’ is the long vowel sound and the ‘y’ makes the long vowel ‘e’ sound

Q. What is the Sound Story of the word ripe?
A. r-i-pe: the ‘i’ is the long vowel sound and the ‘e’, although not sounded, is an Active E that makes the ‘i’ a long vowel
Activity: Spelling Review – Active E Version 1
Ask someone to read each word and sentence in the list, and write down the word. These words were part of an activity about the Active E that was discussed in a previous lesson. After the review is complete, for any words spelt incorrectly, use a dictionary and familiarise yourself with their spelling, definition and usage. There will be spelling strategies presented in this course that will further assist you.

1. pip  The orange had a **pip** in the middle.       pip
2. man  I am a **man** not a boy.                man
3. wine I like a glass of red **wine**.       wine
4. bit  Can I have a **bit** of peace and quiet. bit
5. bite I am ready for a **bite** to eat.    bite
6. rid  I must get **rid** of that rubbish.  rid
7. ride I would love to **ride** a horse.    ride
8. win  Did you **win** the lottery?        win
9. cute The baby is so **cute**.           cute
10. dine I want to **dine** at that new restaurant. dine
11. cape Superman wears a red **cape**.    cape
12. hope I **hope** to get home early.   hope

Activity: Sound Story
Q. What is the Sound Story of the word **cycle**?
A. **c-y-c-le**: the first ‘c’ makes the soft ‘c’ sound like ‘ssss’, ‘y’ makes the long vowel ‘i’ sound, the second ‘c’ makes the hard ‘c’ sound like ‘k’ and the ‘e’ is silent (the ‘e’ is required because every syllable must have a vowel or vowel sound – more on syllables in a later lesson).

Suggestions
- Buy an inexpensive address book to be used as your personal word bank. Write new words in it, or words that you find difficult to spell.
Lesson Five
Spelling Strategy - *Editing and Proof Reading*

Editing is listening with your ear. Read through your written work to decide if it sounds right.

Proof Reading is checking for punctuation and spelling. Always double check all written work; circle or underline all words you are unsure of (or that just don’t look right) and look them up in a dictionary or use spell check. Also, try to get someone else to check your work as they will often find mistakes that you didn’t notice.
CONSONANT SOUNDS – B TO M

B b can only make one sound as in bib, bat and club. Don’t say ‘ba’, say ‘b’. It can also be silent as in lamb, doubt and dumb.

C c has two sounds; a hard sound such as in cat, cotton and cut and a soft sound, usually when the ‘c’ is followed by an ‘i’, ‘e’ or ‘y’, such as in city, cent and cycle. The soft sound is the ‘ssss’ sound. ‘ssss’ as in soft. It can also be silent as in science, scene and indict.

D d has one sound as in dot, dad, nod. It can also be silent as in the words adjust, Wednesday and bridge.

F f has one sound 99% of the time, as in off and fun, but an exception is the sound it makes in the word of.

G g as in go, hug and gap. This is its most common sound, however, when followed by an ‘e’, ‘i’ or ‘y’ it usually has a different sound such as in the words ginger, large and gypsy. It can also be silent as in the word sign, bright and paradigm.

H h has one sound as in hat, perhaps and hot. It can also be silent as in honest, vehicle and hour.

J j has only one sound as in jug, hijack and adjust. It is never found at the end of a word.

K k has one sound as in kind, poker and milk. More often than not the ‘k’ sound is made by the letter ‘c’. Also, if the ‘k’ sound is in the middle of a word it is probably made by the letter ‘c’ such as in the words because, chocolate and connect. So if you are unsure about the spelling, try the letter ‘c’ before the letter ‘k’. It can also be silent as in knee, knife and knock.

L l has one sound as in look, felt and spell. It can also be silent as in talk, should and half.

M m has one sound as in mum, mime, and hammer.

Q. What two consonant letters change the way they sound if they are followed by an ‘e’, ‘i’ or ‘y’?

A. ‘c’ and ‘g’. 
Activity: Spelling Review – Active E Version 2

Ask someone to read each word and sentence in the list, and write each word. These were part of an activity about the Active E that was discussed in a previous lesson. After the review is complete, for any words spelt incorrectly, use a dictionary and familiarise yourself with their spelling, definition and usage. The spelling strategies presented in this course will further assist you.

1. ate  He **ate** all of the cake.  ate
2. scare  Spiders **scare** me!  scare
3. quit  I want to **quit** smoking.  quit
4. quite  My mum was **quite** right.  quite
5. stripe  The dog has a black **stripe** on its face.  stripe
6. strip  I helped to **strip** the wallpaper.  strip
7. grim  War is a **grim** business.  grim
8. slime  The snail left a trail of **slime**.  slime
9. slide  The children loved playing on the **slide**.  slide
10. made  He **made** me dinner last night.  made
11. mad  I broke it and she is a little **mad** at me.  mad
12. slid  She **slid** on the banana skin.  slid
Lesson Six
Spelling Strategy - **Write, Say, Look, Cover**
1. Write the word.
2. Say it aloud.
3. Look at the *shape* of the word.
4. Spell the word aloud and then say it again.
5. Write the word again then cover both words.
6. Write the word from memory then uncover the first two to check.
7. If you were correct, go onto another word. Otherwise try again.
CONSONANT SOUNDS – N TO Z

N n has one sound as in not, pond and dinner. It can also be silent as in Autumn, column and hymn.

P p has one sound as in pipe, tempt, and help. It can also be silent as in psychic, receipt and pseudonym.

QU qu The letter ‘q’ must always be followed by the letter ‘u’, so we show them here together. Examples are queen, require and question.

R r has one sound as in rent, drop and occur.

S s is heard in the words snake, sister and fuss. There is a slight variation of the sound in words such as is, has and was. Can you hear it? ‘zzz’. It can also be silent as in the words island and aisle.

T t has one sound as in ten, taste and litter. It can also be silent as in the words listen, whistle and catch.

V v has one sound as in vote, seven and love.

W w has one sound as in word, few and win. It can also be silent as in the words wreck, sword and whole.

X x makes two sounds. It makes the ‘ks’ sound as in box, extra and maximum. It also makes the ‘gz’ sound as in exact, exit and example.

Z z has one sound as in zip, puzzle and lazy.

When adding a suffix starting with a vowel to a word that ends in ‘e’:
The ‘e’ runs away and the ‘ing’ comes to stay.
DOUBLING RULE
By knowing your vowel sounds, you will be in a much better position to explain exactly when (and why) a consonant is doubled when adding: ‘ing’, ‘ed’, ‘en’ or any ending beginning with a vowel.

The rule: If it’s a short vowel sound you double, if it’s a long vowel sound you don’t. One of the exceptions to this rule (isn’t there always one!) is the letter ‘v’. The words river, live, liver and shiver don’t follow the above rule.

Here are some examples:

<table>
<thead>
<tr>
<th>Short or Long?</th>
<th>Double or not?</th>
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<tbody>
<tr>
<td>Dine</td>
<td>Long i</td>
</tr>
<tr>
<td>However: dinner</td>
<td>Short i</td>
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<tr>
<td>Dine</td>
<td>Long i</td>
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<tr>
<td>Stop</td>
<td>Short o</td>
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<tr>
<td>Tap</td>
<td>Short a</td>
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<tr>
<td>Tape</td>
<td>Long a</td>
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<td>Hope</td>
<td>Long o</td>
</tr>
<tr>
<td>Wed</td>
<td>Short e</td>
</tr>
<tr>
<td>Hide</td>
<td>Long i</td>
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</tbody>
</table>

The doubling rule does not apply if the word ends in a double consonant. For example, even though the ‘a’ in the word ring is a short sound, we do not double the ‘g’ when adding ‘ing’. Ringing is correct, ringging is incorrect.

If we are adding a suffix to a word that ends in ‘w’, ‘x’, ‘y’ or ‘z’, do not double these letters! For example, waxing, boxer and carrying.

Notice if the word ends in ‘e’ we drop the ‘e’ before adding ‘ing’ (or ‘es’, ‘en’, ‘er’).

Suggestions
- Practise the spelling strategy you learnt this week on words you find difficult to spell
Spelling Strategy - *Take a Photo of the Word*

1. Using your eyes like a camera, take a picture of the word.
2. Close your eyes and imagine you can still see the word, say the word.
3. Trace the letters in the air with your eyes closed or name the letters from left to right.
4. What colour are the letters in your mind?
5. Open your eyes and write the word on your paper.
6. Now check your spelling.

In a sentence, when do you write ‘a’ and when do you write ‘an’?

You use ‘an’ if the next word begins with a vowel sound and ‘a’ if the next word begins with a consonant.

For example: ‘I saw a cat’, ‘One day I will buy a house’, ‘I saw an elephant’ and ‘I will be ready in an hour’.
LETTER-BLENDs

Letter-Blends is the term we use to describe when a combination of letters make a sound. There are two-letter-blends, three-letter-blends and four-letter-blends. The idea behind this course is to look at letter-blends, and say the different sounds they can make. We are not looking at the letter-blends and saying the actual letters. This will help us with our spelling as we familiarise ourselves with the sounds that different letter combinations make.

One strategy we use to help us remember the letter-blend sounds is the Brain Training method, discussed in Lesson One. With this method we use as many senses as possible, so that we are putting that sound into our mind as effectively as possible.

LETTER-BLENDs – TH, NG, SH, WH, KN, WR, CH

‘th’ has two sounds. Examples of the first sound are in words such as thing, three and bath. Examples of the second sound are in words such as that, mother and lathe.

‘ng’ is heard in hang and hanging, and the suffix ‘ing’. This sound only occurs after a short vowel sound such as in strength, stronger and sung.

‘sh’ is heard in she, shop and wash.

‘wh’ is heard in white, what, where and whether. Try not to pronounce the ‘h’ heavily. The ‘w’ can also be silent as in who, whose and whole.

‘kn’ says ‘n’ as in knife, knock, knob, knee, unknown, know, knowledge, knight and acknowledge. The ‘k’ in this blend is silent.

‘wr’ has a silent ‘w’ so just ignore the ‘w’ and pronounce the ‘r’. As in write, wrong, wrist, wrap, wrote and wriggle. ‘wr’ is only used at the beginning of a core or base word, for example unwrap.

‘ch’ has three sounds:

1st: [ch] 2nd: [k] 3rd: [sh]
chop, change, choke school, ache, echo machine, chef, champagne
SCHWA SOUNDS
Australians tend to be lazy speakers. We all know that right? What country do we come from? Listen to how you pronounce Australia. It probably sounded something like ‘Stra-ya’! It’s partly our accent and just the way we speak. Other countries have schwas too but we tend to find quite a lot of schwas in Australia. A schwa is a sound, usually for a vowel, but it doesn’t make one of the traditional sounds of a vowel. It is the same sound for all the letters it is replacing. It is a grunt sound; a very indistinct grunt.

Have a look at the word ‘bas-ket’. Do we pronounce the ‘e’? No. It doesn’t have the short sound for the letter ‘e’ and it doesn’t have the long sound. It’s a little grunt. It is not a silent ‘e’ but a short grunt. It can be any vowel or letter-combination. For example:

Balloon [the ‘a’ is a schwa]
Captain [the ‘ai’ is a schwa]
Reform [the ‘e’ is a schwa]

In the past it is possible that these vowel sounds were pronounced fully but, as we know, languages change and evolve. For example, in the word knife, the ‘k’-although silent now - was actually once pronounced. How odd that sounds to our modern ears!

The main reason this is being brought to your attention is so you can be aware of it when you are trying to sound out words. You are not always going to be able to sound them out exactly the way you want because of the way we say them. Schwas can make it hard for us to spell words!

Correctly Pronouncing Words Is Helpful
Spelling problems arise because more and more, the schwa sound is being used in pronunciation, not just for vowels sounds, but for a wide variety of symbol combinations. For example:

Farmer [the ‘er’ is a schwa]
Actor [the ‘or’ is a schwa]
Colour [the ‘our’ is a schwa]
While it seems natural to say *runna* and *butta* instead of *runner* and *butter*, when it comes to improving your spelling skills it’s a good idea to try pronouncing these types of words in an exaggerated form, thus emphasising the endings. It is also beneficial to build a bank of the various word families and rhyming words that fall into the schwa category e.g. *jumper, winner, summer* etc; *labour, harbour, neighbour* etc; *metre, centre, theatre* etc; *furious, curious* etc.

Other words are often spelt incorrectly because they are not pronounced the way they look. Words ending in ‘ed’ such as *slipped* are incorrectly spelt with a ‘t’ as in *slipt*. Other times letters are added or omitted e.g. *perseverance* is mispronounced as *perseverance* and is then spelt wrongly with an additional ‘r’. Similarly the word *government* is pronounced without the ‘n’ and is spelt incorrectly as *goverment*.

**Schwa Sounds**

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
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<tbody>
<tr>
<td>final</td>
<td>basket</td>
<td>minimum</td>
<td>paddock</td>
<td>minus</td>
</tr>
<tr>
<td>ai</td>
<td>ar</td>
<td>or</td>
<td>au</td>
<td>ui</td>
</tr>
<tr>
<td>certain</td>
<td>sugar</td>
<td>doctor</td>
<td>aunt</td>
<td>circuit</td>
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<td>professor</td>
<td>Australia</td>
<td>biscuit</td>
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<td>our</td>
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<td></td>
</tr>
<tr>
<td>colour</td>
<td>furious</td>
<td>farmer</td>
<td>injure</td>
<td>carpenter</td>
</tr>
<tr>
<td>flavour</td>
<td>curious</td>
<td>butter</td>
<td>adventure</td>
<td></td>
</tr>
</tbody>
</table>
Activity: Sound Story

Q. What is the Sound Story of the word *thing*?
A. th-i-ng: ‘th’ is a two-letter-blend, the ‘i’ is the short vowel sound and the ‘ng’ is a two-letter-blend

Q. What is the Sound Story of the word *chef*?
A. ch-e-f: ‘ch’ is a two-letter-blend and sounds like ‘sh’ and the ‘e’ is a short vowel sound

Q. What is the Sound Story of the word *basket*?
A. b-a-s-k-e-t: the ‘a’ makes the ‘ar’ sound and the ‘e’ is a schwa sound

Activity: Spelling Review

Test your spelling of the following word list. Ask someone to read each word and sentence in the list, and then write down each word.

1. funny  He liked to tell funny jokes.  funny
2. open   An open window lets in fresh air.  open
3. lazy   I like to be lazy on holidays.  lazy
4. cycle  I cycle my bike in the woods to relax.  cycle
5. chef   That chef prepares my favourite meals.  chef
6. basket I gather groceries in a shopping basket.  basket

Suggestions

- Practise the letter and letter-blend sounds you learnt for ten minutes a day to reinforce them into your mind. Use the *Brain Training* method from Lesson One to reinforce them into your mind
Lesson Eight
Solutions 4 Spelling HANDBOOK

Spelling Strategy - Repeated Writing

1. Write the word.
2. Check that it is spelt correctly.
3. Re-write the word saying each letter as you write it.
4. Say the word.
5. Following step 3, re-write again 3, 6 or 12 times until you are confident with the spelling.

In English the letter ‘q’ is always followed by the letter ‘u’
LETTER-BLENDS – CK, DGE, TCH, ED, OR, EE, AR, OA

‘ck’ has the one sound ‘k’ and is only found following a short vowel. Examples are pack, neck, stock, jacket, bucket and locker. If the ‘k’ sound follows a long vowel sound it is usually written as ‘ke’ as in wake, snake and make.

‘dge’ has the one sound of ‘j’ and is only found following a short vowel. Examples are bridge, wedge, fridge, ledge, fudge and budge.

‘tch’ makes the sound ‘ch’ and is only used after a short vowel. Examples are pitch, witch, catch, kitchen, satchel and fetch.

‘ed’ has three sounds:

1st: [ed] 2nd: [d] 3rd: [t]
minded, rotted, funded loved, halved, timed equipped, hiked, packed

‘or’ is a two-letter-blend that looks like it sounds like for once. Examples are storm, torn, sore, shore, cord and sort.

‘ee’ always has the long ‘e’ sound. Examples are creek, cheese, see, peek, agree, free and knee.

meet has two ‘e’s like the meeting of two people
meat has ‘eat’ in it because you can ‘eat’ meat

‘ar’ mainly makes the sound ‘ar’ as in car, tar, cartoon, mars, scar, jar and scarf. When ‘ar’ appears after the letter ‘w’ it often makes the sound ‘or’. For example warp, war, warm, swarm, ward and warn.

‘oa’ says the long vowel sound for the letter ‘o’ as in goat. Examples are cockroach, toast, throat, groan and float.
Activity: Sound Story

Q. What is the Sound Story of the word *bridge*?
A. b-r-i-dge: the ‘i’ is a short vowel sound and the ‘dge’ is a three-letter-blend that makes the ‘j’ sound

Q. What is the Sound Story of the word *packed*?
A. p-a-c-k-ed: the ‘a’ is a short vowel sound, the ‘ck’ is a two-letter-blend that makes the ‘k’ sound and the ‘ed’ is a two-letter-blend that makes the ‘t’ sound

Q. What is the Sound Story of the word *warm*?
A. w-ar-m: ‘ar’ is a two-letter-blend that makes the ‘or’ sound when it follows the letter ‘w’

Activity: Spelling Review

Test your spelling of the following word list. Ask someone to read each word and sentence in the list, and then write down the word only, *in Lesson Eight of the workbook* (Activity 0808).

1. bridge  The *bridge* crosses over the river.  bridge
2. packed  We *packed* our clothes in our luggage.  packed
3. warm  I prefer *warm* climates.  warm
4. minded  I was glad I *minded* my own business.  minded
5. halved  I *halved* the pie to share with a friend.  halved
6. toast  I had eggs on *toast* for breakfast.  basket

Suggestions
- Practise the spelling strategy you learnt this week on words you find difficult to spell
Lesson Nine
Spelling Strategy - *Trace the Word*
Say the word. Write the word, making sure it is spelt correctly. Trace the word using a different-coloured pen or pencil, saying each letter as you write it. Say the word again. Repeat as necessary.

No word in the English language ends with -full.

The word FULL is a separate word. Words such as: *grateful* and *beautiful*, etc. end in the *suffix* –ful (one L).
LETTER-BLENDS – IE, AI/AY, OI/OY, EI/EY, OO

‘ie’ has two sounds:

- ‘i’ [long vowel sound] as in lie, relied and replied.
- ‘e’ [long vowel] as in piece, achieve and handkerchief. Remember ‘i’ before ‘e’ except after ‘c’ when ‘ie’ says the ‘eee’ sound.

‘ai/ay’ both say the long vowel sound for the letter ‘a’. ‘ai’ is usually in the middle of a word and ‘ay’ at the end of a word. Examples are brain, strain, stray, display and portray. The word again is controversial because people say it differently. ‘ai’ can never be used at the end of a word because English words never end in ‘i’.

‘oi/oy’ both say ‘oi’ as in boy. Examples are join, avoid, coin, destroy and annoy.

‘ei/ey’ ‘ei’ has two sounds:

1. ‘e’ [long vowel sound] as in receive, ceiling and receipt.
2. ‘a’ [long vowel sound] as in vein, reins and reign. Notice that the ‘e’ comes before the ‘i’. Note that the rule ‘i’ before ‘e’ except after ‘c’ only applies when the ‘ei’ or ‘ie’ makes the long ‘e’ sound. The ‘ei’ in ‘eigh’ does not make the ‘eee’ sound, so forget that rule!

‘ey’ has two sounds:

1. ‘e’ [long vowel sound] as in monkey, valley and trolley.
2. ‘a’ [long vowel] as in they, grey and obey.

‘oo’ has two sounds: the long ‘oo’ as in school, moon and balloon and the short ‘oo’ as in book, wood and woollen.
Activity: Sound Story

Q. What is the Sound Story of the word achieve?
A. a-ch-ie-v-e: the ‘a’ is a short vowel sound (or a schwa!), the ‘ch’ is a two-letter-blend that makes the ‘ch’ sound, the ‘ie’ is a two-letter-blend that makes the long vowel sound for ‘e’ and follows the rule ‘i’ before ‘e’ except after ‘c’. The ‘e’ at the end also indicates that the ‘ie’ should say the long vowel sound for ‘e’ (and English words never end in ‘v’).

Q. What is the Sound Story of the word portray?
A. p-or-t-r-ay: the ‘or’ is a two-letter-blend, the ‘ay’ is a two-letter-blend that makes the long vowel sound of ‘a’.

Q. What is the Sound Story of the word receipt?
A. r-e-c-ei-p-t: the ‘c’ has a soft ‘s’ sound, the ‘ei’ is a two-letter-blend that makes the long vowel sound of ‘e’ and the ‘p’ is silent.

Q. What is the Sound Story of the word vein?
A. v-ei-n: the ‘ei’ makes the long vowel sound of ‘a’.

Q. What is the Sound Story of the word relied?
A. r-e-l-i-ed: the ‘e’ is a schwa. The ‘y’ from rely has been changed to an ‘i’ then the suffix ‘ed’ has been added, which says the sound ‘d’.

Q. What is the Sound Story of the word moon?
A. m-oo-n: the ‘oo’ makes the long ‘oo’ sound.

Activity: Spelling Review

Test your spelling of the following word list. Ask someone to read each word and sentence in the list, then write down the word.

1. achieve I will achieve success in my spelling. achieve
2. portray I will portray a clown in the play. portray
3. receipt I always ask for a receipt when I shop. receipt
4. vein The vein is a blood vessel. vein
5. relied I relied on your help. Thanks! relied
6. moon There is a full moon tonight. moon
Lesson Ten
**Spelling Strategy – Say the Word as it Appears**

Sometimes saying the word as it appears on paper, rather than how it is pronounced, can help you remember the spelling. For example, *Wednesday* is pronounced “wens-day”. Break the word into letter groups and say it as it is written: “wed-nes-day”. This will help you to remember how to spell it. Some other examples are:

<table>
<thead>
<tr>
<th>Word</th>
<th>Spelling</th>
<th>Word</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>handkerchief</td>
<td>hand-ker-chief</td>
<td>knowledge</td>
<td>k-know-ledge</td>
</tr>
<tr>
<td>definite</td>
<td>def-in-ite</td>
<td>library</td>
<td>li-brar-y</td>
</tr>
<tr>
<td>knife</td>
<td>k-nife</td>
<td>vegetables</td>
<td>vege-tables</td>
</tr>
<tr>
<td>exhibition</td>
<td>ex-hib-ition</td>
<td>principal</td>
<td>prin-ci-pal</td>
</tr>
<tr>
<td>mortgage</td>
<td>mort-gage</td>
<td>uncomfortable</td>
<td>un-com-fort-able</td>
</tr>
<tr>
<td>answer</td>
<td>ans-wer</td>
<td>gourmet</td>
<td>gour-met</td>
</tr>
<tr>
<td>february</td>
<td>feb-ru-ary</td>
<td>accommodation</td>
<td>ac-com-mo-da-tion</td>
</tr>
</tbody>
</table>

Remember, if a word originates from a foreign language, there may be silent letters or letters pronounced differently.
LETTER-BLENDS – EA, IGH, OU/OW, AU/AW

‘ea’ has three sounds:

- long ‘a’ as in break, steak, breaker and great.
- short ‘e’ as in bread, deaf, weather and breath.
- long vowel ‘e’ as in meat, team, please and breathe.

Remember the three sounds ‘ea’ makes with this sentence:

**Meat on bread is great.**

‘igh’ has one sound, ‘i’ [long vowel] as in sight, bright and fright.

‘ou/ow’ ‘ou’ has four sounds:

1. ‘ou’ as in found, cloud and mouth.
2. ‘oo’ as in you, group and tour.
3. ‘u’ [short vowel] as in young, double and country.
4. ‘o’ [long vowel] as in soul, shoulder and poultry.

‘ou’ is never used at the end of a word except in the word you.

‘ow’ has two sounds:

1. ‘ow’ as in allow, town and brown.
2. ‘o’ [long vowel] as in low, throw and grown.

‘au/aw’ ‘au’ is found in the middle of words not at the end. English words don’t end in ‘u’

‘au’ has two sounds:

1. ‘or’ as in cause, author and audience.
2. ‘o’ [short vowel] as in auction, sausage and cauliflower.

‘aw’ says ‘or’ as in drawer [of a desk], draw, trawler and prawn.
Activity: Sound Story
Q. What is the sound story of the word *breathe*?
A. b-r-ea-th-e: the ‘ea’ is a two-letter blend that makes the long vowel sound for ‘e’, the ‘th’ is also a blend, the ‘e’ is silent (the ‘e’ is required in the syllable ‘the’ because every syllable must have a vowel or vowel sound – more on syllables in a later lesson).

Q. What is the sound story of *fright*?
A. f-r-igh-t: the letter-blend ‘igh’ makes the long vowel sound for ‘i’.

Q. What is the sound of *country*?
A. c-o-u-n-t-r-y: the ‘ou’ makes the short vowel sound for ‘u’ as in *cup* and the ‘y’ makes the long vowel sound of ‘e’.

Q. What is the sound story of *cause*?
A. c-a-u-s-e: the ‘au’ makes the ‘or’ sound and the ‘e’ is silent (the ‘e’ is required in the syllable ‘se’ because every syllable must have a vowel or vowel sound – more on syllables in a later lesson).

Activity: Spelling Review
Test your spelling of the following word list. Ask someone to read each word and sentence in the list, and then write down the word only, *in Lesson Ten of the workbook* (Activity 1009).

1. breathe If I am stressed, I breathe to relax. breathe
2. fright The spider gave me a fright. fright
3. country I live in the country called Australia. country
4. cause I donated money to a good cause. cause
Lesson 11
Spelling Strategy – Special Sayings 1
Think of funny or clever sayings to help you remember some words. Discuss the following examples.

When I was FOUR, I needed you (U),
When I was FOURTEEN, I still needed you (U),
But when I am FORTY, I no longer need you (U).

I put two ‘s’s in dessert because
I like to have a second helping.

I HEARD that when you WEAR a hat over your EARS you don’t HEAR as well.

WHERE is he? Is he HERE or is he THERE?

It’s none of your BUSINESS what BUS I take.

ANTS will eat CURRANTS but may be killed by Electrical CURRENTS.

THEIR refers to people.
People have “eyes” (“I”)
LETTER-BLENDS – EW, GN, GU, GH, UI, EIGH

‘ew’ has two sounds:

1st: [oo] 2nd: [u]

flew, blew, chew knew, few, curfew

‘gn’ makes the ‘n’ sound and is found at the beginning and end of core words, as in gnome, gnaw, gnarl, sign, resign and reign.

‘gu’ makes the ‘g’ sound as in guest, guess and vague.

‘gh’ makes the ‘g’ sound as in ghost, ghou and ghastly.

‘ui’ makes the ‘oo’ sound as in fruit, juice and cruise.

‘eigh’ makes the long ‘a’ sound as in the word eight. Other examples are eighteen, sleigh, freight, neigh [the sound a horse makes], neighbours, weight, weigh and weighing. Notice that with ‘eigh’ the ‘e’ comes before the ‘i’. Note that the rule ‘i’ before ‘e’ except after ‘c’ only applies when the ‘ei’ or ‘ie’ makes the long ‘e’ sound. The ‘ei’ in ‘eigh’ does not make the ‘eee’ sound, so forget that rule!

Activity: Spelling Review – Special Sayings 1

Test your spelling. Ask someone to read out the following list. Congratulate yourself on the words you spelt correctly!

1. I have a sweet tooth so I like to have a second helping of DESSERT. Spell DESSERT.

2. I HEARD that when you WEAR a hat over your EARS, you don’t HEAR as well. Spell HEARD, WEAR, and HEAR.

3. Write this down: “WHERE is he? Is he HERE or is he THERE?”

4. It’s none of your of your BUSINESS which BUS I take. Spell BUSINESS.

5. ANTS will eat CURRANTS but may be killed by Electrical CURRENTS. Spell CURRANTS and CURRENT.

6. THEIR refers to people. People have “eyes”. Spell THEIR.
Activity: Sound Story

Q. What is the sound story of the word *reign*?
A. r-ei-gn: ‘ei’ makes the long vowel sound for ‘a’ and the ‘gn’ makes the ‘n’ sound.

Q. What is the sound story of *juice*?
A. j-ui-c-e: ‘ui’ makes the ‘oo’ sound, ‘c’ makes the soft ‘s’ sound - the ‘e’ makes the ‘c’ soft.

Q. What is the sound story of *eighteen*?
A. eigh-t-ee-n: ‘eigh’ makes the long vowel sound for ‘a’ and ‘ee’ makes the long vowel sound for ‘e’.

Q. What is the sound story of *chew*?
A. ch-ew: ‘ch’ is a two-letter-blend that makes the ‘ch’ sound and ‘ew’ makes the long vowel sound for ‘u’.

Q. What is the sound story of *knew*?
A. kn-ew: ‘kn’ is a two-letter-blend that makes the ‘n’ sound and ‘ew’ makes the long vowel sound ‘u’ sound.

Q. What is the sound story of *guest*?
A. gu-e-s-t: ‘gu’ is a two-letter-blend that makes the ‘g’ sound as in go and ‘e’ makes the short vowel sound for ‘e’.

Activity: Spelling Review

Test your spelling of the following word list. Ask someone to read each word and sentence in the list, then write the word.

1. reign The ruling period of the queen is called a **reign**. reign
2. juice I love mango **juice** in summer. juice
3. eighteen I will turn **eighteen** tomorrow. eighteen
4. chew **Chew** your food well for good health. chew
5. knew I **knew** you were a good person. knew
6. guest I have a **guest** staying with me. guest
Spelling Strategy – Patterns and Rules
Look for patterns in words. Become familiar with word families (day, stay, spray, decay, dismay) and rules of spelling such as:

- ‘i’ before ‘e’ except after ‘c’ when it says the ‘eee’ sound
- ‘q’ is always followed by ‘u’
- English words never end in ‘i’, ‘j’, ‘v’ or ‘u’ (except you)
- If you hear ‘ez’ at the end of a word, add ‘es’; catches, wishes
- If you hear ‘sss’ at the end of a word, just add ‘s’; names, storms, combs
- For the plural of words ending in ‘o’ add ‘es’: potatoes, tomatoes, heroes. Except photos and pianos.
LETTER-BLENDS – TI, TION, SION, CI, CIAN, XI

‘ti’, ‘ci’ and ‘xi’ make the sound ‘sh’

‘ti’ sounds like ‘sh’ as in the words potential, infectious and initial.
‘tion’ makes the sound ‘shn’ as in motion, addition and caution.

‘sion’ makes the sound ‘shn’ as in the words vision, explosion, television, collision, decision and revision.

‘ci’ sounds like ‘sh’ as in facial, special, social, racial, delicious and crucial.
‘cian’ makes the sound ‘shn’ as in the words electrician, magician, politician, beautician and physician. It is used to name people.

‘tion’ and ‘sion’ and ‘cian’ make the sound ‘shn’

‘xi’ has the sound ‘sh’ as in anxious and complexion.

THE FOUR SPELLINGS OF THE OR SOUND
There are four spellings of the ‘or’ sound. They are:

1. ‘or’ as in forty, born and more.
2. ‘oar’ as in roar, coarse and board.
3. ‘oor’ as in poor, floor and moor.
4. ‘our’ as in fourth, course and pour.

This silly sentence will help you remember the four spellings of the ‘or’ sound:
The four bored boars ate a door.
Activity: Sound Story

Q. What is the sound story of the word *auction*?
A. au-c-tion: ‘au’ makes the short vowel sound for ‘o’, ‘c’ makes the hard sound of ‘k’ and ‘tion’ makes the ‘shn’ sound.

Q. What is the sound story of the word *explosion*?
A. e-x-p-l-o-sion: ‘e’ is a short vowel, ‘x’ makes the ‘ks’ sound, ‘o’ is a long vowel and ‘sion’ makes the ‘shn’ sound.

Q. What is the sound story of the word *politician*?
A. p-o-l-i-t-i-cian: ‘o’ is a short vowel, ‘i’ is a short vowel sound and ‘cian’ makes the ‘shn’ sound.

Q. What is the sound story of the word *catches*?
A. c-a-tch-es: ‘a’ is a short vowel, ‘tch’ is a three-letter-blend that makes the ‘ch’ sound and ‘es’ makes the ‘ez’ sound.

Q. What is the sound story of the word *storms*?
A. s-t-o-r-m-s: ‘or’ is a two-letter-blend that makes the ‘or’ sound.

Q. What is the sound story of the word *fourth*?
A. f-o-u-r-th: ‘our’ makes the ‘or’ sound and ‘th’ is a two-letter-blend.

Activity: Spelling Review

Test your spelling of the following word list. Ask someone to read each word and sentence in the list, then write the word.

1. auction The house was sold under *auction*. auction
2. explosion Mangoes give an *explosion* of flavour. explosion
3. politician We must vote for a *politician*. politician
4. catches I love the way the wind *catches* your hair. catches
5. storms The *storms* are worse in summer. storms
6. fourth I came *fourth* in the race. fourth
Lesson 13
**Spelling Strategies - Look at Words... it's up to you!**

With a lot of words it’s hard to remember whether it’s ‘ci’, ‘si’, ‘ti’ or ‘sh’, so one of the most important things you can do is practise spelling strategies that are going to help you recognise what a word looks like. You need to be looking at words all the time, wherever you are; at the stoplights, watching TV, reading a book, anywhere at all. Look at words and work out why they are spelt that way. In this handbook we have given you spelling strategies so you can have a go at writing them down. It won’t work every time, even if you learn all the strategies really well. Get in the habit of writing words down, guess, and then look and see whether it looks right or not. We can’t stress enough how important it is to get those proofreading and editing skills up to scratch.

**Tips for Effective Proofreading by BBC Skillwise**

- Try listening to the sound of your voice as you read. This will help you spot if any words have been left out, or if the sentence as a whole is unclear.
- Try writing problem words out several different ways to see which version looks right. This will help to improve your visual memory, so you feel more confident in correcting your spelling.
- Pay particular attention to your own problem words. These will vary from person to person, but they could be words with a particular ending (such as -ing) or a soft 'c' as in cinema or centre.
- Be aware of the various homophones - words that sound the same but are spelt differently and have different meanings. For instance: there and their; two and too; your and you’re.
- Don’t rely on a computer spell checker to find every mistake. It won’t pick up errors such as using bean instead of been.
- Make sure you leave enough time to proofread your writing carefully, especially if you are in a hurry!

**Good proofreaders:**

- Have a good visual memory - they can usually spot when a word looks wrong.
- Know the most common spelling rules in English.
- Look at the meaning of a piece of text to make sure it makes sense as well as checking the spellings of individual words.
- Are aware of possible and probable letter combinations. For example, every word in English must contain a vowel sound.

You can find Skillwise at [http://www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise).

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THE FIVE SPELLINGS OF THE ‘ER’ SOUND
There are five spellings of the ‘er’ sound. They are:

‘er’  ‘ur’  ‘ear’  ‘ir’  ‘or’

All these letter-blends make the same sound, that sound is ‘er’. So what we have here is five different ways of writing the ‘er’ sound.

They are best remembered by this nonsense sentence:

Her Nurse Earns Third World wages.

The letter-blend ‘or’ only says ‘er’ when it follows a ‘w’, but not always as in the word worry. Some examples are worthy, world, worse and worst. If ‘or’ follows any other letter it probably makes a different sound. So that simplifies it a bit.

Let’s look at the remaining four. How common is ‘ear’? What are some other words where ‘ear’ makes the ‘er’ sound? early, earthy, learn, heard [I heard it with my ear], pearl. There really aren’t too many.

Which of the remaining three do you think is most commonly used in words to make the ‘er’ sound? Yes, it is ‘er’! The second most common is ‘ir’. So when you are thinking about writing the sound ‘er’ keep this in mind.

Here are some words with ‘er’ that make the ‘er’ sound; shepherd, berth, vermin and superb. Generally when there is an ‘er’ at the end of a word, such as teacher, baker, flower and soccer, we sound it out as a schwa. So even though ‘er’ is quite commonly written, it is not as common sounded out as ‘er’.

Here are some ‘ir’ words; circle, circus, circumference, firm, third, dirty and sir. When there are words that you don’t use every day, how are you supposed to know all of them? You’re not. That’s where dictionaries come in handy.

What about words with ‘ur’? surf, turf, curl, burnt [in America they spell it burned], purchase, purple, burst, purse, turn, curse.

LETTER-BLENS – PH, RH, SC, EU, PS
‘ph’ has the sound ‘f’ as in elephant, trophy, graph and photograph
‘rh’ has the sound ‘r’ as in rhyme, rhythm, rhubarb and rhinoceros
‘sc’ has the sound ‘s’ as in scissors, descent, obscene and scene
‘eu’ has the sound ‘u’ as in Europe, feud, neutral and eucalyptus
‘ps’ has the sound ‘s’ as in psychic, psalm, and psychologist
Activity: Sound Story

Q. What is the sound story of the word elephant?
A. e-l-e-ph-a-n-t: both ‘e’s make the short vowel sound, ‘ph’ makes the ‘f’ sound and the ‘a’ makes the short vowel sound.

Q. What is the sound story of the word rhythm?
A. rh-y-th-m: ‘rh’ makes the ‘r’ sound, ‘y’ makes the short vowel sound for ‘i’ and ‘th’ is a two-letter blend.

Q. What is the sound story of the word scene?
A. sc-e-ne: ‘sc’ makes the ‘s’ sound, ‘e’ is the long vowel sound and the ‘e’ at the end, although not sounded, is an Active E that makes the previous ‘e’ a long vowel sound.

Q. What is the sound story of the word neutral?
A. n-e-u-t-r-a-l: ‘eu’ makes the ‘u’ sound and the ‘a’ makes a slight schwa sound.

Q. What is the sound story of the word psychic?
A. ps-y-ch-i-c: ‘ps’ makes the ‘s’ sound, ‘y’ makes the long vowel sound of ‘i’, ‘ch’ is a two-letter-blend that makes the ‘k’ sound, ‘i’ makes the short vowel sound and ‘c’ makes the hard ‘c’ sound as is ‘cut’.

Q. What is the sound story of world?
A. w-or-l-d: ‘or’ is a two-letter-blend that makes the ‘er’ sound.

Q. What is the sound story of the word early?
A. ear-l-y: ‘ear’ is a three-letter-blend that makes the ‘er’ sound and the ‘y’ makes the long vowel sound ‘e’.

Q. What is the sound story of the word circle?
A. c-ir-c-le: ‘c’ makes the soft ‘c’ sound of ‘sss’, ‘ir’ is a two-letter-blend that makes the ‘er’ sound, ‘c’ makes the hard ‘c’ sound and the ‘e’ is silent (this ‘e’ is required because every syllable has to have a vowel or vowel sound).

Q. What is the sound story of the word purple?
A. p-ur-p-le: ‘ur’ makes the ‘er’ sound and the ‘e’ is silent (this ‘e’ is required because every syllable has to have a vowel or vowel sound).
Spelling Strategies - *Special Sayings 2*

See how special sayings help you memorise how to spell words. Discuss the following:

I have a **LOOSE** **TOOTH**

**LOSE** has one ‘O’ as in **LOST**

Don’t **EAT** more **MEAT**

This is **OUR** **FAVOURITE** book

I will be your **FRIEND** to the **END**

A **PIECE** of **PIE**
THE FIVE SPELLINGS OF THE ‘AIR’ SOUND

There are five spellings of the ‘air’ sound. They are ‘ere’, ‘eir’, ‘are’, ‘ear’ and ‘air’. They are best remembered by this nonsense sentence:

Their bears share the chair over there

Activity: Find the spellings of the ‘air’ sound in this sentence:

I didn't care that their chair, over there, was covered in hair.

Here are some other example words:

<table>
<thead>
<tr>
<th>ere</th>
<th>eir</th>
<th>are</th>
<th>ear</th>
<th>air</th>
</tr>
</thead>
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<tr>
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<td>pair</td>
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<td>heirloom</td>
<td>hardware</td>
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<td>stairs</td>
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<td>tear</td>
<td>millionaire</td>
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<tr>
<td>pare</td>
<td>warehouse</td>
<td></td>
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</tbody>
</table>

Activity: Spelling Review

Test your spelling of the following word list.

1. elephant  The elephant wore yellow underwear.  elephant
2. rhythm  I have good dancing rhythm.  rhythm
3. scene  The argument caused a scene.  scene
4. neutral  Staying neutral means not taking sides.  neutral
5. psychic  The psychic saw love in my future.  psychic
6. world  They used to think the world was flat.  world
7. early  The early bird gets the worm.  early
8. circles  I ran around in circles all day.  circles
9. purple  “The Colour Purple” is a movie.  purple
Activity: Sound Story
Q. What is the sound story of the word *their*?
A. th-eir: ‘th’ is a two-letter-blend and ‘eir’ is a letter-blend that makes the ‘air’ sound.

Q. What is the sound story of the word *though*?
A. th-ough: ‘th’ is a two-letter-blend and ‘ough’ is a letter-blend that makes the long vowel sound of the letter ‘o’.

Q. What is the sound story of the word *through*?
A. th-r-ough: ‘th’ is a two-letter-blend and ‘ough’ is a letter-blend that makes an ‘oo’ sound as in the word *do*.

Activity: Spelling Review – Special Sayings 2
Test your spelling. Ask someone to dictate the following sentences and write each sentence. Congratulate yourself on the words you spelt correctly!

1. I didn’t care that their chair, over there, was covered in hair.
2. Lose has one ‘o’ as in lost.
3. I have a loose tooth.
4. Don’t eat more meat.
5. This is our favourite book.
6. I will be your friend to the end.
7. I like a piece of pie.
8. My cough made it tough, though I thought I saw it through the drought.
SYLLABLES
A syllable is the smallest part of a word that can be spoken separately with one effort of breath. In English words, every syllable must contain a vowel or vowel sound. A vowel sound is created by the letters a, e, i, o, u and y. Finding the syllables is a good way of breaking words into smaller parts to help us remember them. Some words only have one syllable because they only have one vowel sound, for example, cat, ate and cake. Eating has two syllables; eat ing. Chicken has two syllables; chi cken.

One technique to work out the syllables is the clap method that is sometimes taught at school - one clap for each syllable. Another method is to put the back of your fingers under your chin and say the word, while feeling for when your jaw drops. Each drop of your jaw represents one syllable of the word. Try it with the word potato. You should feel your jaw drop three times. A good way to write the syllables down is to put them in columns.

Some examples:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>po</td>
<td>ta</td>
<td>to</td>
<td>(potato)</td>
<td></td>
</tr>
<tr>
<td>con</td>
<td>di</td>
<td>tion</td>
<td>(condition)</td>
<td></td>
</tr>
<tr>
<td>val</td>
<td>u</td>
<td>a</td>
<td>tion</td>
<td>(valuation)</td>
</tr>
<tr>
<td>com</td>
<td>pli</td>
<td>ca</td>
<td>ted</td>
<td>(complicated)</td>
</tr>
<tr>
<td>ad</td>
<td>min</td>
<td>is</td>
<td>tra</td>
<td>tion</td>
</tr>
</tbody>
</table>

This is a great method because you have it down on paper and you are using as many senses as possible. You are writing it, seeing it, saying it and hearing it. This will help you remember it. You also have a record of it for future reference.

Activity: Syllables
Divide the following words into syllables. Remember one vowel sound per syllable.

Funny, napkin, midnight, compete, pretend, independent, thunderstorm, silverware, vacation, remember, comprehend, inspection.

(Tip: always put ‘t’ and ‘i’ together because they make the ‘sh’ sound)
Answers:
funny fun/ny
napkin nap/kin
midnight mid/night
compete com/pete
pretend pre/tend
independent in/de/pen/dent
thunderstorm thun/der/storm
silverware sil/ver/ware
vacation va/ca/tion
remember re/mem/ber
comprehend com/pre/hend
inspection in/spec/tion

Core Words
Have a look at these words: paint, repaint, painter

Part of each of the three words is the same. Write the part they all contain. The part you wrote is a core word.

A core word is a word that we build onto by adding word parts.

Here is another example: judge, misjudge, judgement. Write the smaller word that the three words above, all contain.

A core word is also known as a base word or a root word - because it’s like the root of a plant growing extra little branches with new word beginnings and endings to create new words.

Activity: Core Words
Write the core word for each word list:

1. recall, calling, called.
2. lovely, unloved, lovable, beloved
3. misuse, useful, reuse, useful
4. joyful, joyless, enjoyable
5. refit, fitness, unfit, fitful
6. unlikely, likeable, dislike

Answers: call, love, use, joy, fit, like.
PREFIXES AND SUFFIXES

A prefix is a group of letters added before a word to create a new word. A suffix is a group of letters added after a word to create a new word. For example, ‘un’ is a prefix added before the word tidy to create the word untidy and ‘less’ is a suffix added after the word harm to create the new word harmless.

To remember the difference between a prefix and a suffix think of a ‘pre’ word such as prehistoric which means before history. The ‘pre’ means before. The ‘pre’ in the word prefix also means before and prefixes come before words. Therefore, suffixes must go after words. Also, the letter ‘p’ in the word prefix comes before the letter ‘s’ of the word suffix in the alphabet.

Prefixes

When you add a prefix to the beginning of a word, the meaning changes – but the spelling of the core word does NOT change. For example, take the word spell and add the prefix ‘mis’. The word misspell means to spell badly but notice that the spelling of the word spell does not change.


Common prefix meanings:

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>MEANING</th>
<th>EXAMPLE WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre</td>
<td>before</td>
<td>premature</td>
<td>before maturity</td>
</tr>
<tr>
<td>mis</td>
<td>bad(ly)</td>
<td>misbehave</td>
<td>behaving badly</td>
</tr>
<tr>
<td>sub</td>
<td>below</td>
<td>substandard</td>
<td>below standard</td>
</tr>
<tr>
<td>inter</td>
<td>between</td>
<td>interaction</td>
<td>action between</td>
</tr>
</tbody>
</table>

The prefixes ‘im’, ‘ir’, ‘il’, ‘in’, and ‘un’ can be added to the beginning of words to make them into a negative. Examples:

im + possible = impossible
ir + responsible = irresponsible
il + legal = illegal
in + active = inactive
un+ happy = unhappy
Activity: Prefixes
The prefix ‘dis’ means not, without, or to remove.
Add ‘dis’ to the beginning of the following words and think about its meaning:
Agree, obey, like, satisfied, count, approve, connect, infect, colour, loyal.

The prefixes ‘im’, ‘ir’, and ‘in’ all mean not:

- We use ‘im’ in front of words beginning with ‘m’ and ‘p’.
  Example- immovable, impassable.
- We use ‘ir’ in front of words beginning with ‘r’.
  Example- irresponsible
- We use ‘in’ in front of other letters.

Choose one of the prefixes ‘im’, ‘ir’, ‘in’ to add to the following word list and write the new word: Secure, relevant, possible, definite, curable, regular, experienced, moral, rational, personal.

**Answers:** insecure, irrelevant, impossible, indefinite, incurable, irregular, inexperienced, immoral, irrational, impersonal.

Suffixes
New words are made by placing a suffix at the end of a word. For example the word read can be made into the word reader by adding the suffix ‘er’ or the word readable by adding the suffix ‘able’. Some common suffixes are ‘less’, ‘ed’, ‘ful’, ‘ly’, ‘ing’, ‘able’, ‘ance’, ‘ence’, and ‘ness’.

<table>
<thead>
<tr>
<th>CORE WORD</th>
<th>SUFFIX</th>
<th>NEW WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>interest</td>
<td>ing</td>
<td>interesting</td>
</tr>
<tr>
<td>bull</td>
<td>y</td>
<td>bully</td>
</tr>
<tr>
<td>breath</td>
<td>less</td>
<td>breathless</td>
</tr>
<tr>
<td>popular</td>
<td>ity</td>
<td>popularity</td>
</tr>
<tr>
<td>drop</td>
<td>let</td>
<td>droplet</td>
</tr>
</tbody>
</table>

Q: What are some prefixes and suffixes for the core word condition?

A: PREFIXES   CORE WORD   SUFFIXES

- Re-
- Un-
- Un-
- ed
- er
- ing
- ally
By adding prefixes and suffixes to the core word condition we can create many words such as:
Conditioned
Conditioner
Conditioning
Conditional
Conditionally
Unconditional
Unconditionally
Recondition
Reconditioned
Reconditioning

Q: What is the core word of these words: viewpoint, viewer, review, preview?
A: view.

Q: What is the core word of these words: writing, written, writer, rewrite, unwritten?
A: write.

Activity: Suffixes
A group of letters we add to the end of a core word is called a suffix.

<table>
<thead>
<tr>
<th>CORE WORD</th>
<th>SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>spell</td>
<td>ing</td>
</tr>
</tbody>
</table>

Here are three suffixes that we often use; ‘ly’ as in lovely, ‘less’ as in loveless and ‘ful’ as in dreadful.

Add one of these suffixes to each of the following word list:
Sincere, faith, real, hope, slow, grace, love, master, cost, hand.

Answers: sincerely, faithfully, really, hopeful, slowly, gracefully, lovely, masterfully, costly, handful.

Activity: Prefixes and Suffixes
Often, we add more than one prefix or suffix to a core word at the same time.
For example, look at the words rediscover and rediscovered.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>PREFIX</th>
<th>CORE WORD</th>
<th>SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>re</td>
<td>dis</td>
<td>cover</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>dis</td>
<td>cover</td>
<td>ed</td>
</tr>
</tbody>
</table>

Add the prefixes and suffixes to the words below. Write the new word.
Example- dis (prefix) + content (core word)+ ment (suffix) = discontentment

1. danger + ous +ly
2. dis + appear + ance
3. mis + manage + ment
4. re + new + al
5. ir + resist + able
6. be + witch + ing
7. de + compress + ion
8. in + formal + ity
9. dis + place + ment
10. en + large + ment

Answers: dangerously, disappearance, mismanagement, renewal, irresistible, bewitching, decompression, informality, displacement, enlargement

Prefixes, Suffixes and Double Consonants
Knowing that words can be built from separate parts –a core word plus prefixes and suffixes– can help you spell some words. For example, double consonants are often tricky. Look at misspell. It is easy to leave out an ‘s’ when you write it. But when you know that it is really two parts – mis + spell, you can see that it needs two ‘s’s.

Here’s another example – People often misspell unnecessary – they leave out an ‘n’. But if you think that the word is necessary with the prefix ‘un’ in front, you will know it has two ‘n’s and you will always write unnecessary.

Activity: Prefixes, Suffixes and Double Consonants
Break the following word list into a core word plus a prefix or suffix and write them down. Example: unnerve = un + nerve
Dissatisfy, really, unnatural, irregular, illegal, morally.

Answers:
Dis+satisfy, real+ly, un+natural, ir+regular, il+legal, moral+ly.
ANCIENT LANGUAGES PREFIXES AND SUFFIXES

Many English words come from ancient languages. These words have often been changed and adapted. Knowing some Greek, Latin and other prefixes and suffixes, and their meanings, may help with understanding and spelling many more English words. Here are a few examples but, for a full list, see the end of this book.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Origin</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dia-</td>
<td>Greek</td>
<td>Through, across</td>
<td>Diagonal</td>
</tr>
<tr>
<td>par-, para-</td>
<td>Greek</td>
<td>Beside</td>
<td>Parenthesis, parallel</td>
</tr>
<tr>
<td>bi-</td>
<td>Latin</td>
<td>Two</td>
<td>Bicycle</td>
</tr>
<tr>
<td>de-</td>
<td>Latin</td>
<td>Down</td>
<td>Descend</td>
</tr>
<tr>
<td>fore-</td>
<td>Old English</td>
<td>Front</td>
<td>Forehead</td>
</tr>
<tr>
<td>mis-</td>
<td>Old English</td>
<td>Wrong</td>
<td>Misspelt, mislead</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Origin</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ist</td>
<td>Greek</td>
<td>A person who</td>
<td>Biologist</td>
</tr>
<tr>
<td>-icle</td>
<td>Latin</td>
<td>Small</td>
<td>Particle</td>
</tr>
<tr>
<td>-fy</td>
<td>Latin</td>
<td>Make, cause to be</td>
<td>Terrify</td>
</tr>
<tr>
<td>-ese</td>
<td>Old French</td>
<td>Having to do with</td>
<td>Chinese</td>
</tr>
</tbody>
</table>

Activity: Ancient Languages

Greek roots and their meanings are in brackets beside each of the words below. What do you think these words mean? Check your ideas in a dictionary.

1. biography (bios- life, graph- I write)
2. telephone (tele- far, phone- sound)
3. monologue (monos- alone, logos- speech)
4. microscope (mikros- small, skopoeo- view)

How is understanding prefixes and suffixes relevant to a spelling course?

It can seem really daunting trying to spell a word with three or more syllables. When we talk about core words, prefixes, suffixes and syllables, we realise they are actually small words, or groups of letters, that are within the words. Getting to know the different elements of words, will help us to better understand how words are constructed and how to spell them.

Start looking around you – at signs, or labels, in the newspapers etc. and notice the parts of words (core words, prefixes, suffixes) and word families.
Lesson 16
Adding Suffixes
Adding suffixes can be tricky. Often adding a suffix to a word changes the spelling at the end of the core word. For example, adding ‘cy’ to the word private results in privacy. The ‘te’ disappears! Adding ‘y’ to noise gives you noisy. The ‘e’ disappears! Adding ‘ation’ to exclaim results in exclamation. The ‘i’ disappears! It is important that when you attempt to spell a word that you write it down, look at it and say it out loud. Then you can tell if it looks and sounds correct. Make the effort to get to know how words are spelt. In this lesson we present some of the most common suffixes and the rules for adding them onto the end of words.

<table>
<thead>
<tr>
<th>CORE</th>
<th>SUFFIX</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>private</td>
<td>cy</td>
<td>privacy (the ‘te’ is dropped)</td>
</tr>
<tr>
<td>noise</td>
<td>y</td>
<td>noisy (the ‘e’ is dropped)</td>
</tr>
<tr>
<td>exclaim</td>
<td>ation</td>
<td>exclamation (the ‘i’ is dropped)</td>
</tr>
</tbody>
</table>

Drop the e
When the core word ends in an ‘e’, and the suffix starts with a vowel, remove the ‘e’. Remember the rule: The ‘e’ runs away and the ‘ing’ comes to stay. Other example suffixes that begin with a vowel are; ‘ed’, ‘en’, and ‘or’. Here are some examples where you drop the ‘e’. Notice all these suffixes begin with a vowel.

<table>
<thead>
<tr>
<th>CORE</th>
<th>SUFFIX</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>stare</td>
<td>ing</td>
<td>staring</td>
</tr>
<tr>
<td>hike</td>
<td>ing</td>
<td>hiking</td>
</tr>
<tr>
<td>share</td>
<td>ed</td>
<td>shared</td>
</tr>
<tr>
<td>dictate</td>
<td>or</td>
<td>dictator</td>
</tr>
</tbody>
</table>
Adding Suffixes to Words Ending in y

With a word ending in ‘y’, where the ‘y’ is preceded by a vowel, you just add the suffix.

<table>
<thead>
<tr>
<th>CORE</th>
<th>SUFFIX</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>s</td>
<td>boys</td>
</tr>
<tr>
<td>day</td>
<td>time</td>
<td>daytime</td>
</tr>
<tr>
<td>joy</td>
<td>ful</td>
<td>joyful</td>
</tr>
<tr>
<td>delay</td>
<td>ing</td>
<td>delaying</td>
</tr>
<tr>
<td>grey</td>
<td>ish</td>
<td>greyish</td>
</tr>
<tr>
<td>play</td>
<td>er</td>
<td>player</td>
</tr>
<tr>
<td>spray</td>
<td>ing</td>
<td>spraying</td>
</tr>
<tr>
<td>employ</td>
<td>s</td>
<td>employs</td>
</tr>
</tbody>
</table>

With a word ending in ‘y’, where the ‘y’ is preceded by a consonant (not a vowel), you usually change the ‘y’ to an ‘i’.

<table>
<thead>
<tr>
<th>CORE</th>
<th>SUFFIX</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>lady</td>
<td>es</td>
<td>ladies</td>
</tr>
<tr>
<td>silly</td>
<td>ness</td>
<td>silliness</td>
</tr>
<tr>
<td>rely</td>
<td>ed</td>
<td>relied</td>
</tr>
<tr>
<td>beauty</td>
<td>ful</td>
<td>beautiful</td>
</tr>
<tr>
<td>mystery</td>
<td>ous</td>
<td>mysterious</td>
</tr>
<tr>
<td>puppy</td>
<td>es</td>
<td>puppies</td>
</tr>
<tr>
<td>happy</td>
<td>ness</td>
<td>happiness</td>
</tr>
<tr>
<td>marry</td>
<td>ed</td>
<td>married</td>
</tr>
<tr>
<td>duty</td>
<td>ful</td>
<td>dutiful</td>
</tr>
<tr>
<td>envy</td>
<td>ous</td>
<td>envious</td>
</tr>
<tr>
<td>family</td>
<td>ar</td>
<td>familiar</td>
</tr>
</tbody>
</table>

... but sometimes when adding ‘ing’, even though the ‘y’ is preceded by a consonant, the ‘y’ stays and becomes ‘ying’! These are doing words (verbs).
### The Doubling Rule

The doubling rule was covered in Lesson Six. Remember the rule; if it’s a short vowel sound we double, if it’s a long vowel sound we don’t. Example, *swim* to *swimming*. The ‘i’ in *swim* is a short sound and the suffix begins with a vowel. It should be noted that if the suffix begins with a consonant [not a vowel], this rule does not apply and thus there is no doubling. Let’s look at the word ‘equip’. When we add the suffix ‘ment’ we get *equipment*. Even though the ‘i’ in ‘equip’ is a short sound we don’t double the ‘p’ because the suffix begins with a consonant. If we add ‘ed’ we double the ‘p’ to get ‘equipped’ because the suffix ‘ed’ begins with a vowel.

<table>
<thead>
<tr>
<th>CORE</th>
<th>SUFFIX</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>s</td>
<td>boys</td>
</tr>
<tr>
<td>toy</td>
<td>s</td>
<td>toys</td>
</tr>
<tr>
<td>employ</td>
<td>s</td>
<td>employs</td>
</tr>
<tr>
<td>valley</td>
<td>s</td>
<td>valleys</td>
</tr>
<tr>
<td>party</td>
<td>es</td>
<td>parties</td>
</tr>
<tr>
<td>library</td>
<td>es</td>
<td>libraries</td>
</tr>
<tr>
<td>marry</td>
<td>es</td>
<td>marries</td>
</tr>
<tr>
<td>sky</td>
<td>es</td>
<td>skies</td>
</tr>
</tbody>
</table>

When do you add ‘s’ and when ‘es’? If the ‘y’ is preceded by a vowel add ‘s’. If the ‘y’ is preceded by a consonant add ‘es’ and change the ‘y’ to an ‘i’.

<table>
<thead>
<tr>
<th>CORE</th>
<th>SUFFIX</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>ing</td>
<td>flying</td>
</tr>
<tr>
<td>cry</td>
<td>ing</td>
<td>crying</td>
</tr>
<tr>
<td>study</td>
<td>ing</td>
<td>studying</td>
</tr>
<tr>
<td>hurry</td>
<td>ing</td>
<td>hurrying</td>
</tr>
<tr>
<td>supply</td>
<td>ing</td>
<td>supplying</td>
</tr>
<tr>
<td>dry</td>
<td>ing</td>
<td>drying</td>
</tr>
<tr>
<td>pray</td>
<td>ing</td>
<td>praying</td>
</tr>
</tbody>
</table>

The doubling rule was covered in Lesson Six. Remember the rule; if it’s a short vowel sound we double, if it’s a long vowel sound we don’t. Example, *swim* to *swimming*. The ‘i’ in *swim* is a short sound and the suffix begins with a vowel. It should be noted that if the suffix begins with a consonant [not a vowel], this rule does not apply and thus there is no doubling. Let’s look at the word ‘equip’. When we add the suffix ‘ment’ we get *equipment*. Even though the ‘i’ in ‘equip’ is a short sound we don’t double the ‘p’ because the suffix begins with a consonant. If we add ‘ed’ we double the ‘p’ to get ‘equipped’ because the suffix ‘ed’ begins with a vowel.
The Suffix ‘ation’, ‘tion’ and ‘ion’
The suffixes ‘ation’, ‘tion’ and ‘ion’ are added to the end of some words. ‘ation’ sounds like ‘a-shn’ and ‘tion’ sounds like ‘shn’. For example, transportation, exclamation, information, activation, medication, punctuation, exhibition, promotion, action. These suffixes mean ‘the act, process or state of’. What are some meanings of the word promotion? 1. Getting a better job 2. Advertising an event. The core word is promote. When we add the suffix ‘ing’, the ‘e’ runs away and ‘ing’ comes to stay and we end up with the word promoting. It is the same rule when we add any suffix that begins with a vowel to a word that ends in ‘e’. Thus, when adding ‘ion’ to promote, it becomes promotion.
The Suffix ‘ful’
When you have words that end in ‘ful’, they are ‘full’ enough! You don’t have to have a double ‘l’. If you are using ‘ful’ as a suffix, it’s ‘ful’ not ‘full’.

<table>
<thead>
<tr>
<th>CORE</th>
<th>SUFFIX</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>fist</td>
<td>ful</td>
<td>fistful</td>
</tr>
<tr>
<td>help</td>
<td>ful</td>
<td>helpful</td>
</tr>
<tr>
<td>belly</td>
<td>ful</td>
<td>bellyful</td>
</tr>
<tr>
<td>care</td>
<td>ful</td>
<td>careful</td>
</tr>
</tbody>
</table>

The Suffix ‘ly’
Some people, when adding ‘ly’ to a word worry about whether there will be a double ‘l’ or not. For example, take the word successful [Note that ‘ful’ is also a suffix, so here we have two suffixes in a row; ‘ful’ and ‘ly’]. If we add ‘ly’ we get successfully. The ‘l’ is not actually doubled. We are just adding ‘ly’. The rule is, just add the ‘ly’. It is the same when adding ‘ly’ to a word that doesn’t end in an ‘l’. For example, the word ‘lone’ becomes ‘lonely’. ‘like’ to ‘likely’. Just add the ‘ly’.

A prefix for ‘successfully’ could be ‘un’; ‘unsuccessfully’. The syllables would be; un|suc|cess|ful|ly.

The Suffix ‘or’ and ‘er’
If a word has the suffix ‘or’ or ‘er’, it usually refers to a person who is being something. For example:

<table>
<thead>
<tr>
<th>CORE</th>
<th>SUFFIX</th>
<th>NEW WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>teach</td>
<td>er</td>
<td>teacher</td>
</tr>
<tr>
<td>read</td>
<td>er</td>
<td>reader</td>
</tr>
<tr>
<td>drive</td>
<td>er</td>
<td>driver</td>
</tr>
<tr>
<td>run</td>
<td>er</td>
<td>runner (short ‘u’ so double the ‘n’)</td>
</tr>
<tr>
<td>protect</td>
<td>or</td>
<td>protector</td>
</tr>
<tr>
<td>dictate</td>
<td>or</td>
<td>dictator</td>
</tr>
<tr>
<td>collect</td>
<td>or</td>
<td>collector</td>
</tr>
<tr>
<td>govern</td>
<td>or</td>
<td>governor</td>
</tr>
</tbody>
</table>
The Suffix ‘able’ and ‘ible’
The suffix ‘able’ and ‘ible’ means ‘the sense of being able to be’. For example the word *noticeable* means ‘able to be noticed’ and *possible* ‘able to be done’.

How do we know which to use? The difficulty is that the first vowel is pronounced very similarly. The ‘i’ and ‘a’ are pronounced like a schwa. Here is a rule that can help you decide the correct spelling for words that end in ‘able’ or ‘ible’. This rule works most of the time but there are some exceptions. Remember, if you are not sure about a word, it is probably best to use a dictionary. Here is the rule:

- If you remove ‘able’ from a word, you are left with a complete word. For example if you remove ‘able’ from *changeable* and *noticeable* you are left with the words *change* and *remove*. (Some exceptions are *curable* and *valuable*. Here the ‘e’ has been dropped and so are not complete words).
- If you remove ‘ible’ from a word, you are (usually) left with an incomplete word. For example if you remove ‘ible’ from *visible* and *audible* you are left with an incomplete word. (Some exceptions are *accessible, contemptible, digestible* and *flexible*).

Tips

- There are many more words ending in ‘able’ than ‘ible’ and most of the ‘ible’ words are very rare. So if you make a guess and choose ‘able’ you’re probably right 4 out of 5 times!
- The best advice is to learn the most common ‘ible’ words and use ‘able’ for the rest.

Most Common ‘ible’ words:

- edible
- negligible
- visible
- sensible
- credible
- terrible
- responsible
- flexible
- audible
- horrible
- possible
- permissible
- legible
- feasible
- digestible
- compatible
Activity: Word chunking
Write down the syllables, prefixes, suffixes and core words of the following words.

1. reconditioned
2. immaturity
3. irresponsibility
4. mysterious
5. equipment
6. interaction

Activity: Sound Story
What is the sound story of the words in the previous word list?

Activity: Spelling Review
Test your spelling of the previous word list (word chunking). Ask someone to read each word and then write down the word.

Activity: Sound Story
Q. What is the sound story of the word apostrophe?
Lesson 17
APOSTROPHES

There are two types of apostrophes:

1. **Ownership** apostrophes (eg. “the cat’s whiskers”)
2. **Missing letter** apostrophes (eg. changing “do not” into “don’t”)

Ownership Apostrophe

Here are examples of ownership apostrophes using the words “the-boy-toy”:

“the boy’s toy”

One boy has one toy. We have the boy, and the toy belonging to the boy. So we need to show that the toy belongs to the boy. So we go to the end of the word boy and put an apostrophe there to signify ownership; “the boy’ toy”. But we need to make it clearer, so what we do is add a ‘sss’ sound. So we add the ‘s’ to get; “the boy’s toy”.

“the boy’s toys”

One boy now has more than one toy. We still have the one boy but now he owns two toys. We need to signify plural for toy. To do that you just add an ‘s’ to the end of toy to get toys; “the boy toys”. Now we want to show that those two toys belong to that one boy. So we add an ownership apostrophe at the end of the word boy; “the boy’s toys”. Then we have to add the ‘sss’ sound and we get “the boy’s toys”.

“the boys’ toy”

Now we have two boys that are brothers and, poor things, they only have one toy. How do we show that there are two boys? We add an ‘s’ to boy; “the boys toy”. We have the toy that belongs to more than one boy. We have to show that the toy belongs to the boys. So we put an ownership apostrophe at the end of the word boys; “the boys’ toy”. Now we already have the ‘sss’ sound, we don’t need to add the ‘sss’ sound because we already have it.

“the boys’ toys”

Now we have two toys and they both belong to those two boys; “the boys toys”. So we want to show that the two toys belong to the two boys. So we put an ownership apostrophe at the end of the word boys; “the boys’ toys”. We already have a ‘sss’ sound, we don’t need to add another one.

Basically the idea is to put the ownership apostrophe at the end of the word, of the person or thing that owns it, and if you need a ‘sss’ sound after you’ve added that apostrophe, then add an ‘s’.

What if the toy belongs to James? We have to put an ownership apostrophe to say that the toy belongs to James. So we put it at the end of the word James;
“James’ toy”. But due to changes in modern English we can also choose to write it as “James’s toy”.

How about “the princess crown”? The crown belongs to the princess. We put an ownership apostrophe at the end; “the princess’ crown”. The plural for princess is princesses. Now the princesses are wearing hats; “the princesses’ hats”. The ownership apostrophe goes at the end of the word.

Let’s talk about children and the hats belonging to the children. Children is already plural, it is more than one child. We put an ownership apostrophe at the end of the word; “the children’s hats”. Does that sound ok? No, because we haven’t got the ‘sss’ sound. “the children’s hats” is correct.

If you are writing something and you don’t know for sure whether there is an apostrophe that should go in there or not, leave it out. When in doubt leave it out. These days you can get away with leaving it out more effectively than if you put it in. If you put an apostrophe where it doesn’t belong, that will be noticed and judged more, than if you leave it out.

**Missing Letter Apostrophe**

When you are shortening a word, or combining two words, the apostrophe replaces the missing letters. This is called an abbreviation.

Examples:

*They’re*; here we got rid of the ‘a’ to shorten the words ‘they are’. We use an apostrophe instead of a letter.

*“The boy’s breaking the toy”*; what letter does the apostrophe take the place of in that sentence? ‘i’. It is saying *“the boy is breaking the toy”*.

<table>
<thead>
<tr>
<th>Original</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>it is /it has</td>
<td>it’s</td>
</tr>
<tr>
<td>do not</td>
<td>don’t</td>
</tr>
<tr>
<td>should not</td>
<td>shouldn’t</td>
</tr>
<tr>
<td>what is</td>
<td>what’s</td>
</tr>
<tr>
<td>that is</td>
<td>that’s</td>
</tr>
<tr>
<td>cannot</td>
<td>can’t</td>
</tr>
<tr>
<td>you are</td>
<td>you’re</td>
</tr>
</tbody>
</table>

What other examples can you think of?
Here are some more examples.

<table>
<thead>
<tr>
<th>Original</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>“we are going home later”</td>
<td>“we’re going home later”</td>
</tr>
<tr>
<td>“she is going home now”</td>
<td>“she’s going home now”</td>
</tr>
<tr>
<td>“would not”</td>
<td>“wouldn’t”</td>
</tr>
<tr>
<td>“have not”</td>
<td>“haven’t” [remember to include the ‘e’]</td>
</tr>
<tr>
<td>“it is a rainy day today”</td>
<td>“it’s a rainy day today”</td>
</tr>
<tr>
<td>“it has been a really rainy day today”</td>
<td>“it’s been a really rainy day today”</td>
</tr>
</tbody>
</table>

The only time you should see “it’s” is when you are meaning “it is” or “it has”. You should never use an ownership apostrophe with the word it. “if the cat hurt its paw”; do not put an ownership apostrophe in here. It is the same with “Ian hurt his head” or “Mel hurt her fingernail”; we don’t put ownership apostrophes here. Don’t use ownership apostrophes for the word it.

You often see “banana’s for sale”. Never! You are just adding an ‘s’; “bananas for sale”. You don’t need an ownership apostrophe for that. For plural, or more than one, you just add an’s’, or ‘es’ sometimes. To make potato or tomato a plural you add an ‘es’.

Sometimes the 3R’s are talked about (they are: reading, writing and arithmetic). People often put an apostrophe ‘s’. It creates a separation after the ‘R’ because the ‘R’ is an abbreviation. If you are not sure always remember the rule ‘If in doubt, leave it out’.

Don’t waste your apostrophes! An apostrophe must have a purpose for being there. It either takes the place of one or more letters or it signifies ownership.

**Apostrophes in Summary**

You do not need an apostrophe for plurals! If you have one toy and you buy another one you have two toys. No apostrophe; simply add the letter ‘s’.

“The boy’s toy” – one boy, who owns one toy.

“The boy’s toys” – one boy, who owns more than one toy (plural).

“The boys’ toy” – more than one boy (plural), who own only one toy.

“The boys’ toys” – more than one boy (plural) who own more than one toy.

“The boy’s breaking the toy” – This is a shorter way of writing the sentence: “The boy is breaking the toy”.

NB: “It’s” is only ever “it is” or “it has” - you don’t add an apostrophe for ownership (eg. “the cat hurt its paw”)
Lesson 18
Spelling Strategies - Special Sayings 3
See how special sayings help you memorise how to spell words. Discuss the following:

The PRINCIPAL is my PAL

The WITCH has a BROOMSTICK (T)

An ISLAND IS LAND

You can HEAR your HEART beat with your EAR

I Don’t Believe
The Lie!

There is a LIE in BELIEVE
RU a FEBRuary baby?

Stationary – a car standing still

Stationery – a letter you put in an envelope

A Love Letter is stationery too!

HOMONYMS AND HOMOPHONES
These are words that look and/or sound the same but have different meanings.

Homonyms are words that have the same spelling (they may, or may not, sound the same) but have different meanings.

Homophones are words that have the same sound but have different spellings and different meanings.

What are some homonyms?

- Tear: ‘I shed a tear when I saw a tear in the painting.’
- Wound: ‘She wound a bandage around my wound.’
- Wind: ‘I wind a rope around my tent when the wind is very strong.’
- Too: ‘I can’t come too as I have too many things on right now.’
- Desert: ‘I will desert [abandon] the desert [arid region].’
- Row: ‘We had a row [argument] on the row boat.’
Here are some homophones. There are many examples of these:

- see, sea
- sore, saw, soar
- warn, worn
- Greece, grease
- grown, groan
- write, right
- whole, hole
- our, hour
- rain, reign, rein
- vain, vein, vane
- too, to, two
- more, maw, moor
- there, they’re, their
- where, wear, we’re, ware
- weather, whether, wether
- piece, peace
- your, you’re, yore

It can be challenging to spell homophones. When words sound the same how can you determine which word to use? Look for smaller words within to give you clues. Or make up special sayings to help you remember the difference.

Here are some examples:

**there, they’re, their**

- **there** as in ‘here and there’ – there contains the word here
- **their** is an ownership or belonging word – it contains the letters ‘i’ and ‘r’ and although poor English, you can use the sentence; ‘i r [are] the owner’
- **they’re** is the abbreviation of ‘they are’.
- Example usage:
  - ‘they’re going to put their toys over there’
  - ‘if something is theirs, it belongs to them’
  - ‘here and there’
where, wear, we’re, ware

- *where* as in ‘where? here!’ – *where* contains the word *here*
- *wear* [wearing clothes] as in ‘I wear a hat over my ears’ – *wear* contains the word *ear*
- *ware* as in ‘a warehouse is where you sell your wares’
- *we’re* is the abbreviation of ‘we are’

weather, whether, wether

- ‘whether the wether [castrated ram] was out in the weather’
- *weather* as in ‘seasonal weather’ – both words contain ‘ea’

piece, peace

- *piece* as in ‘a piece of pie’ - both contain *pie*

SYNONYMS AND ANTONYMS

*Synonyms* are words that have similar meanings. *Antonyms* are words that have opposite (anti) meanings.

Example synonyms: chair/seat, friend/pal, angry/mad, kid/child, big/huge, good/nice, harm/hurt, close/near.

Example antonyms: happy/sad, friend/enemy, hot/cold, near/far, big/small.

**Q:** What is a synonym of *pretty*?

**A:** beautiful

**Q:** What is an antonym of *destroy*?

**A:** build or create
PALINDROMES

Palindromes are words that can be spelt exactly the same forwards and backwards. Examples are:

level, kayak, madam, noon, racecar, radar, redder, rotator, sexes

Palindromes can also relate to phrases that can be read and spelt the same way in either direction with general allowances for adjustments in punctuation and word dividers. See if you can read these backwards:

‘A man, a plan, a canal: Panama.’

‘Are we not drawn onward to new era?’

‘Is it I? It is I!’

‘Ma is as selfless as I am.’

‘Never odd or even.’

‘Pull up if I pull up.’

‘Rats at a bar grab at a star.’

‘Was it a car or a cat I saw?’

Activity: Spelling Review – Special Sayings 3

Test your spelling. Ask someone to dictate the following sentences, then write down the sentence in Lesson 18 of the workbook (Activity 1809).

1. The principal is my pal.
2. The witch has a broomstick.
3. An island is land.
4. You can hear your heart beat with your ear.
5. There is a lie in believe.
6. Are you a February baby?
7. The car at the stop sign is stationary.
8. A love letter is stationery too.
Final Points
Words from other languages
The following are some everyday words that have been borrowed from other languages and therefore don’t always follow the usual rules of English spelling.

<table>
<thead>
<tr>
<th>Portuguese</th>
<th>Spanish</th>
<th>French</th>
<th>Japanese</th>
<th>German</th>
<th>Australian Aboriginal Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>veranda</td>
<td>Siesta</td>
<td>champagne</td>
<td>sushi</td>
<td>blitz</td>
<td>boomerang</td>
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<tr>
<td>Emu</td>
<td>patio</td>
<td>boutique</td>
<td>kimono</td>
<td>waltz</td>
<td>bunyip</td>
</tr>
<tr>
<td></td>
<td>guitar</td>
<td>fibre</td>
<td>kamikaze</td>
<td>kindergarten</td>
<td>Kangaroo</td>
</tr>
<tr>
<td></td>
<td>mosquito</td>
<td>restaurant</td>
<td></td>
<td>hamburger</td>
<td></td>
</tr>
</tbody>
</table>

Use the dictionary for pronunciation
In some dictionaries you will have the words in brackets, written out the way it sounds. For example, the word *cellophane* is written *(selofayn)*. Others write the word using international phonic symbols. Dictionaries are useful for more than just looking up the meaning of words. Explore and use your dictionary!

Choose your spelling
There are some words that can be spelt in different ways. Choose your preference for a particular spelling and stick to it. Being consistent in your writing is most important. “speciality” or “specialty”, “organize” (USA) or “organise” (UK, Aust.), “program” or “programme”.

Compound Words
Compound words are two words that have been joined together to make one word. Often it starts with a dash between two words that are commonly used together and then over time the dash gets dropped off. Once upon a time you would say ‘school-yard’ with a dash in it and then eventually they took the dash out and joined the two words together to become one word; *schoolyard*. Other examples are newspaper and flowerpot. If enough people use it and it becomes acceptable it is added to the dictionary and a new word is created. Language is always changing. Language is living.

Language is Living
The English language and our spelling changes over time. Words and phrases that were common only twenty or thirty years ago will often sound so old fashioned when watching an old movie or reading old books. We, as a society, tend to alter words according to popular opinion and volume of use. Think of how many new words and phrases we now hear in our everyday lives that we hadn’t even heard of just ten or fifteen years ago. Our language is constantly changing and evolving.
Spelling Assessment
Test your spelling of the following word list. This is optional at the beginning of the course and highly recommended at the completion. Ask someone to read each word and sentence in the list, and then write down the word only, *in the Spelling Assessment Chapter of the workbook*. The words get progressively more difficult. When it becomes too difficult for you, you may choose to stop this test. After the assessment is complete, for any words spelt incorrectly, use a dictionary and familiarise yourself with their spelling, definition and usage. There are spelling strategies presented in this course that will further assist you. Give yourself a pat on the back for the words you got right!

1. **On** Please put your shoe **on** your foot.
2. **Hot** The water in the bath is **hot**.
3. **Cup** I drink from a **cup**.
4. **Van** The furniture was delivered in a **van**.
5. **Jam** I spread **jam** on my toast.
6. **Lost** I **lost** the keys to my car.
7. **Sit** Where will I **sit** at the table?
8. **Plan** The builder used a **plan** to build our house.
9. **Mud** Our shoes got covered with **mud** when it rained.
10. **Beg** If the dog wants a biscuit it will have to **beg**.
11. **The** The **toy** is over here.
12. **Go** When will you **go** home?
13. **For** It is not **for** me.
14. **So** You finished that job **so** quickly.
15. **Me** Please give it to **me**.
16. **Are** They **are** here.
17. **Of** The father of the children.
18. **Do** What will you **do** next?
19. **Who** **Who** are you?
20. **Here** Put it over **here**.
21. **Ship** The **ship** sailed over the ocean.
22. **Chop** The butcher will **chop** the meat for us.
23. **Food** I must buy **food** for the picnic.
24. **Fire** We must not light a **fire** outdoors.
25. **Thin** The **thin** child squeezed through the gap.
26. **Date** What is the **date** today?
27. **Seem** The ground did not **seem** very wet.
28. **Dart** The child threw a **dart** at the dart board.
29. **Loud** The music was too **loud**.
30. **From** The new teacher comes **from** Darwin.
31. **Eye** Please shut one **eye** and look at this.
32. Fight  You usually see a fight in action movies.
33. Friend  She is my best friend.
34. Done  What have you done?
35. Any  Is there any cake left?
36. Great  I was chased by a great big dog.
37. Sure  I am sure I know how to spell this.
38. Women  The two women went for a swim.
39. Answer  Please answer my question.
40. Beautiful  The flowers in the garden look beautiful.
41. Orchestra  Musicians play in an orchestra.
42. Equally  They shared the lollies equally.
43. Appreciate  Thank you, I appreciate your kindness.
44. Familiar  I know him, his face is familiar.
45. Enthusiastic  The very enthusiastic student loved English.
46. Signature  She wrote her signature on the bottom of the form.
47. Breathe  I love to walk in the forest to breathe the fresh air.
48. Permanent  Is that sign temporary or is it permanent?
49. Sufficient  This amount of food is sufficient for the picnic.
50. Surplus  They bought a tent from the army surplus store.
51. Customary  It is customary to shake hands when meeting people.
52. Especially  This gift is especially for you.
53. Practically  It was practically impossible to hear her whispering.
54. Cemetery  The cemetery was crowded for the funeral.
55. Leisure  Her leisure time was spent in the garden.
56. Successful  The charity fund-raiser was very successful.
57. Definite  Her friend made a definite promise.
58. Exhibition  There was an art exhibition of paintings.
59. Apparatus  The apparatus was used in a science experiment.
60. Mortgage  They used a mortgage to help them buy the house.
61. Equipped  The camp was well equipped.
62. Subterranean  Subterranean means under the ground.
63. Politician  Did you vote for that politician?
64. Miscellaneous  This is a miscellaneous collection of things.
65. Exaggerate  Do not exaggerate your claim.
66. Guarantee  The new car had a one year guarantee.
67. Embarrassing  I find it embarrassing to give a speech.
68. Conscientious  Students who work hard are said to be conscientious.
69. Seismograph  A seismograph is used to measure earthquakes.
Prefixes and Suffixes
## PREFIXES

<table>
<thead>
<tr>
<th>GREEK</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>Not</td>
<td>Asymmetrical</td>
</tr>
<tr>
<td>amphi-</td>
<td>Both, around</td>
<td>Amphitheatre</td>
</tr>
<tr>
<td>anti-</td>
<td>Against</td>
<td>Anti-aircraft, antivirus</td>
</tr>
<tr>
<td>cata-, cath-</td>
<td>Down</td>
<td>Cataclysm, cathode</td>
</tr>
<tr>
<td>di-</td>
<td>Twice</td>
<td>Dioxide</td>
</tr>
<tr>
<td>dia-</td>
<td>Through, across</td>
<td>Diagonal</td>
</tr>
<tr>
<td>hyper</td>
<td>Beyond, over</td>
<td>Hyperthyroid</td>
</tr>
<tr>
<td>hypo-</td>
<td>Under, less</td>
<td>Hypodermic</td>
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<tr>
<td>par-, para-</td>
<td>Beside</td>
<td>Parenthesis, parallel</td>
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<td>peri-</td>
<td>Around</td>
<td>Perimeter</td>
</tr>
<tr>
<td>sym-, syn-</td>
<td>Together with</td>
<td>Symposium, syndicate</td>
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</tbody>
</table>

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<thead>
<tr>
<th>LATIN</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab-</td>
<td>Away, from</td>
<td>Abdicate</td>
</tr>
<tr>
<td>ac-, ad-</td>
<td>To, toward</td>
<td>Accede, adjacent</td>
</tr>
<tr>
<td>ante-</td>
<td>Before</td>
<td>Antenatal</td>
</tr>
<tr>
<td>arch-, arche-</td>
<td>First, chief</td>
<td>Archbishop</td>
</tr>
<tr>
<td>bi-</td>
<td>Two</td>
<td>Bicycle</td>
</tr>
<tr>
<td>circum-</td>
<td>Around</td>
<td>Circumvent</td>
</tr>
<tr>
<td>co-, com-, con-</td>
<td>With</td>
<td>Cooperate, communicate, confer</td>
</tr>
<tr>
<td>contra-, counter-</td>
<td>Against</td>
<td>Contradict, counteract</td>
</tr>
<tr>
<td>de-</td>
<td>Down</td>
<td>Descend</td>
</tr>
<tr>
<td>di-, dis-</td>
<td>Apart, away</td>
<td>Digress, dissolve</td>
</tr>
<tr>
<td>dis-</td>
<td>Not</td>
<td>Disinterested</td>
</tr>
<tr>
<td>en-</td>
<td>In, into</td>
<td>Encircle</td>
</tr>
<tr>
<td>ex-, e-</td>
<td>Out of, from</td>
<td>Exit, emit</td>
</tr>
<tr>
<td>extra-</td>
<td>Beyond</td>
<td>Extraordinary</td>
</tr>
<tr>
<td>im-, in-</td>
<td>In</td>
<td>Impart, income</td>
</tr>
<tr>
<td>inter-</td>
<td>Among, between</td>
<td>Intersect</td>
</tr>
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<td>Within</td>
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</tr>
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<td>No, not</td>
<td>Nonsense</td>
</tr>
<tr>
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<td>Against</td>
<td>Object</td>
</tr>
<tr>
<td>per-</td>
<td>Throughout, thoroughly</td>
<td>Perennial, perceive</td>
</tr>
<tr>
<td>post-</td>
<td>After</td>
<td>Postoperative</td>
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<td>pro-</td>
<td>Forward</td>
<td>Project</td>
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<td>re-</td>
<td>Again, back</td>
<td>Redecorate, remit</td>
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<td>MEANING</td>
<td>EXAMPLE</td>
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<td>---------</td>
</tr>
<tr>
<td>GREEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ist</td>
<td>A person who</td>
<td>Biologist</td>
</tr>
<tr>
<td>-ite</td>
<td>native person; associated with</td>
<td>Brisbaneite, socialite</td>
</tr>
<tr>
<td>-it is</td>
<td>Inflammation of</td>
<td>Appendicitis</td>
</tr>
<tr>
<td>-oid</td>
<td>Like</td>
<td>Asteroid</td>
</tr>
<tr>
<td>-osis</td>
<td>Disease of</td>
<td>Neurosis</td>
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<td>LATIN</td>
<td>MEANING</td>
<td>EXAMPLE</td>
</tr>
<tr>
<td>-able, -ible</td>
<td>That can be</td>
<td>Portable, audible</td>
</tr>
<tr>
<td>-acy</td>
<td>State of being</td>
<td>Privacy</td>
</tr>
<tr>
<td>-al</td>
<td>Of, like, having the native of</td>
<td>Ornamental</td>
</tr>
<tr>
<td>-an</td>
<td>Of, having to do with; a native or inhabitant of</td>
<td>Shakespearian, European</td>
</tr>
<tr>
<td>-ant</td>
<td>One who</td>
<td>Assistant</td>
</tr>
<tr>
<td>-ary, -arium, -orium</td>
<td>Place for, belonging to</td>
<td>Military, aquarium, auditorium</td>
</tr>
<tr>
<td>-ate</td>
<td>Of or having to do with</td>
<td>Associate</td>
</tr>
<tr>
<td>-icle, -cule</td>
<td>Small</td>
<td>Particle, molecule</td>
</tr>
<tr>
<td>-ent</td>
<td>One who</td>
<td>President</td>
</tr>
<tr>
<td>-er, -or</td>
<td>Person/thing performing an act</td>
<td>Reporter, conveyor</td>
</tr>
<tr>
<td>-fy</td>
<td>Make, cause to be</td>
<td>Electrify, horrify</td>
</tr>
<tr>
<td>-ic</td>
<td>Having to do with</td>
<td>Telescopic</td>
</tr>
<tr>
<td>-ier, -yer</td>
<td>A person concerned with</td>
<td>Cashier, lawyer</td>
</tr>
<tr>
<td>-ile</td>
<td>Of, like, pertaining to</td>
<td>Senile</td>
</tr>
</tbody>
</table>
## Prefixes and Suffixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ine</td>
<td>Like</td>
<td>Canine</td>
</tr>
<tr>
<td>-ion</td>
<td>Act or process of</td>
<td>Admission</td>
</tr>
<tr>
<td>-ise, -ize</td>
<td>Cause to become or resemble</td>
<td>Advertise, Americanize</td>
</tr>
<tr>
<td>-ive</td>
<td>Of or having to do with</td>
<td>Supportive</td>
</tr>
<tr>
<td>-ment</td>
<td>Act of or state of</td>
<td>Bewilderment</td>
</tr>
<tr>
<td>-ous</td>
<td>Full of</td>
<td>Joyous</td>
</tr>
<tr>
<td>-sect</td>
<td>To cut</td>
<td>Bisect</td>
</tr>
<tr>
<td>-tion</td>
<td>Act, process, or state of</td>
<td>Action</td>
</tr>
<tr>
<td>-tude</td>
<td>Quality, state of</td>
<td>Attitude, solitude</td>
</tr>
<tr>
<td>-ure</td>
<td>Act or process of</td>
<td>Closure, failure</td>
</tr>
</tbody>
</table>

### OLD FRENCH

<table>
<thead>
<tr>
<th>Prefix</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ance</td>
<td>Act of</td>
<td>Disturbance</td>
</tr>
<tr>
<td>-ence</td>
<td>State of being</td>
<td>Indifference</td>
</tr>
<tr>
<td>-ese</td>
<td>Having to do with</td>
<td>Chinese</td>
</tr>
<tr>
<td>-ess</td>
<td>Female</td>
<td>Heiress, lioness</td>
</tr>
<tr>
<td>-let</td>
<td>Little</td>
<td>Booklet</td>
</tr>
<tr>
<td>-ule</td>
<td>Small</td>
<td>Globule</td>
</tr>
</tbody>
</table>

### OLD ENGLISH

<table>
<thead>
<tr>
<th>Prefix</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ed</td>
<td>Having characteristics of</td>
<td>Honeyed</td>
</tr>
<tr>
<td>-en</td>
<td>Cause to be or have</td>
<td>Heighten, lighten</td>
</tr>
<tr>
<td>-er</td>
<td>Comparative ending (compare)</td>
<td>Warmer, smarter</td>
</tr>
<tr>
<td>-est</td>
<td>Superlative ending (most)</td>
<td>Warmest, smartest</td>
</tr>
<tr>
<td>-ful</td>
<td>Full of</td>
<td>Playful</td>
</tr>
<tr>
<td>-ish</td>
<td>Like, tending toward</td>
<td>Greenish, smallish</td>
</tr>
<tr>
<td>-less</td>
<td>Without</td>
<td>Meatless</td>
</tr>
<tr>
<td>-ness</td>
<td>State or quality of being</td>
<td>Darkness</td>
</tr>
<tr>
<td>-some</td>
<td>Tending to</td>
<td>Meddlesome, quarrelsome</td>
</tr>
<tr>
<td>-ward</td>
<td>Tending or leading to</td>
<td>Homeward</td>
</tr>
</tbody>
</table>

### MIDDLE ENGLISH

<table>
<thead>
<tr>
<th>Prefix</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-hood</td>
<td>State of being</td>
<td>Childhood</td>
</tr>
<tr>
<td>-ing</td>
<td>Present participle ending</td>
<td>Running</td>
</tr>
<tr>
<td>-ly</td>
<td>Adverb ending (describing)</td>
<td>Greatly</td>
</tr>
<tr>
<td>-most</td>
<td>Superlative ending</td>
<td>Uppermost</td>
</tr>
<tr>
<td>-ship</td>
<td>Office, status or rank of</td>
<td>Professorship</td>
</tr>
</tbody>
</table>