To the Reader

Hi!

Do you just need to brush up your spelling skills? Or is spelling a major catis... catass... catastrophe for you? Whichever it is, you're holding the answer in your hands right now. (Yes, this book!) We couldn't find a spelling book that was adult, easy-to-read and fun — so we decided to write one ourselves!

If you decide to keep reading, what can you expect from this book?

• You can expect to have fun!
• You'll develop an interest in words around you, which will help you with spelling.
• You'll learn a whole range of spelling strategies and discover which ones work best for you.
• You'll improve your spelling confidence.

You can choose how you use this book: in class, at home, with friends... you can start at the beginning and work through to the end, or you can just look up the bits that interest you. There are lots of activities in each chapter, so pace yourself — a chapter a week is about right for most people.

We hope you enjoy yourself (and maybe you'll end up as interested in spelling as we are)!

Maureen
Clare
Contents

To the reader ................................................................. ii

Chapter One

Learning how to learn ..................................................... 1
What does a good speller do? ........................................ 3
Proofreading ................................................................. 4
Do it yourself: Developing your ‘Spotter’s Eyes’ .................... 6

Chapter Two

How did modern English develop? .................................. 7
Word origins ............................................................... 9
Starting to look at spelling patterns ................................. 10
English words from other languages .............................. 11
Do it yourself: Finding a learning partner ....................... 12

Chapter Three

The words you have to spell ............................................ 13
What you want to write ............................................... 14
Getting started with writing (mind-mapping and drafting) .... 15
How you remember things .......................................... 17
Do it yourself: Keeping up your commitment .................. 18

Chapter Four

Knowing when words ‘look wrong’ ................................. 19
Different kinds of spelling problems ............................. 20
Using memory strategies .............................................. 21
A spelling notebook ................................................... 22
Keeping going with writing ....................................... 23
Do it yourself: Speed copying .................................... 24

Chapter Five

Testing yourself on spelling ......................................... 25
Finding words within words ...................................... 26
Your best memory strategies .................................... 27
Syllables .................................................................. 28
Do it yourself: Getting interested in words .................... 30

Chapter Six

Your learning style ....................................................... 31
Enjoying reading .......................................................... 32
Spelling short vowel sounds ...................................... 34
A case against phonetic spelling ................................. 35
More writing practice .................................................. 35
Do it yourself: Finding something to read ..................... 36

Chapter Seven

Silent ‘e’ and doubling .................................................... 37
Crossword .................................................................. 40
Painless dictation ...................................................... 41
Do it yourself: Word games ........................................ 42
Word sleuth puzzle ..................................................... 42
Chapter One

Learning How To Learn

I made seven mistakes in that report!

I must be the world's worst speller!

Hey, give me a look at that.

You only made seven mistakes in a 200-word report...

...so there must be a lot of words you can spell.

I suppose so...

...but I feel such a fool when I try and then get things wrong!

Yes, I know... but you can improve your spelling, you know.

Think of how you learnt to play basketball... or to drive... or to sing.

You're good at all those things.

Yeah, well, I put a lot of time in - I practised and practised.

What else?

What else did you do to improve?

What are you good at?

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
This book will give you strategies and techniques to improve your spelling. However, you will need to make a commitment to yourself to keep practicing. If you work on a lesson a week, you should make real progress over four to six months of study.
What does a good speller do?

These are some of the things good spellers do. Tick the ones you do.

They proofread (they check everything they write).

Then they often write a second draft.

They use dictionaries.

How do you spell ‘separate’?

‘A rat is separate from me.’

They ask other people.

They use memory strategies.

They use electronic spelling checkers.

‘i’ before ‘e’ except after ‘c’

magikal

magical

They know some rules and they know there are some exceptions.

They write a word a few ways to see which spelling looks right.

night light bright fright

They look for patterns (they think about words that are spelt the same way).

They focus on the spelling that’s important to them. (They don’t expect to be able to spell every word in the English language.)

sign

signature

They think about words with related meanings.
Let's take another look at one thing we said good spellers do... In order to check, you have to have sharp eyes!

Have you got sharp eyes? Can you find the ten differences between these two pictures?

They proofread (they check everything they write).

Try some other 'Sharp Eyes' tests. Now you're looking at how words are spelt.

---

1

To all staff,
Please note that the fire drill scheduled for Tuesday morning has been postponed.
It will now be held on Wednesday afternoon at

This is the first draft of a memo that Bob wrote to the staff in his workplace.

To all staff,
Please note that the fire drill scheduled for Tuesday morning has been postponed.
It will now be held on Wednesday afternoon at

This is a second draft. He checked the first draft and changed some words.

Circle the five errors in Bob's first draft of this letter. How quickly can you find them?

Time taken ___________
2 Try another one. Circle the six errors.

Dear Nan,
Just writing to let you know that my birthday present arrived safely. I was thrilled, because I've been pestering Dad for a new watch for ages!

First draft

Dear Nan,
Just writing to let you know that my birthday present arrived safely. I was thrilled, because I've been pestering Dad for a new watch for ages!

Second draft

Time taken ____________

3 Try one more. Circle the six errors.

Dear Mr. Plowrite,
I am returning your cheque for $75.15, as the amount owed is $175.15. Please could you send the correct amount before the end of February.

First draft

Dear Mr. Plowrite,
I am returning your cheque for $75.15, as the amount owed is $175.15. Please could you send the correct amount before the end of February.

Second draft

Time taken ____________

4 Can you find seven errors this time?

History of Bali
It appears Bali was not populated during the Stone Age. Stone inscriptions were the earliest records found in Bali. At this time, the Balinese used an irrigation system which is similar to the

First draft

History of Bali
It appears Bali was not populated during the Stone Age. Stone inscriptions were the earliest records found in Bali. At this time, the Balinese used an irrigation system which is similar to the

Second draft

Time taken ____________

[Answers are on page 88.]
Do it Yourself:
Developing your ‘Spotter’s Eyes’

1. I’ve got what it takes . . . I’ve got what it takes . . .
   My new message to myself is ____________________________
   ____________________________
   ____________________________
   Repeat this message to yourself as often as you can and back it up with some action!

2. Start noticing words around you. Collect five interesting spellings.
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

3. Develop your ‘Spotter’s Eyes’. How long does it take you to find the ten differences?
   [Answers are on page 88.]

   [Cartoon of a puzzle with two similar images, one with a subtle difference.]
Chapter 2

I've never understood why you don't just write 'nite'.

Me neither.

ARE YOU THE KIND OF PERSON WHO ALWAYS ASKS 'WHY'?

☐ yes  ☐ no

If you are, the next few pages may help you understand the 'why' of English spelling.

How did modern English develop?

"Lytle hwile leaf beet grene; tomne hie est sealewiad, se dall on eritan and forwconviend, weordad to duste."

That's English?

Wow!

It's amazing!

For a little while
the leaves are green.
Then they turn
yellow, fall to earth,
and perish, turning
to dust.

(The ð is a 'th' sound.)

Can you make sense of this Old English? (The translation is shown on the right.)

If you'd lived 1200 years ago, this is the English you would have used. Why is modern English so different? The development of the English language is a fascinating story of invasion, conquest and political skulduggery. There were also less dramatic but equally intriguing influences such as the arrival of the printing press, the Great Vowel Shift (when pronunciation changed but spelling didn't) and the publication of the first English dictionary.
Let's look again at your interesting spellings. Match each word with its history, in this little quiz.

Write these words in the speech bubbles.

1. This word was spelt 'scot' in Old English, and 'scole' in Middle English. The 'ch' spelling, used for a 'k' sound, was introduced later to show that the word originally came from Ancient Greek 'schole'.

The original meaning of the Greek word 'schola' was 'leisure' or 'studies done in leisure time'.

2. After the Norman invasion of England in 1066, French became the official language in England. English words beginning with 'ci-' or 'ce-' were pronounced with an 's' sound, just as they were in French!

3. This word has been borrowed straight from French. It means 'someone who appreciates good food and wine'. In French, an '-et' ending is pronounced 'au', so here we have borrowed the spelling and the different pronunciation.

4. This is one example of an English word where the pronunciation has changed, but the spelling has stayed the same. (The 'gh' once had a 'k' or 'g' sound!)

The 'k' in 'know' and 'knight' was also once pronounced!

5. This word was spelt 'gast' in Old English. Dutch printers introduced the 'gh' spelling in the fifteenth century. They were simply following Dutch spelling rules!

[Answers are on page 88.]

Are you interested in the history of English and English spelling? Look in your local library for books such as these:
The Cambridge Encyclopedia of the English Language by David Crystal, Cambridge University Press
Or look for magazine columns such as:
'That's Language' by Frank Devine in The Australian Magazine
Word origins

**diary** (say die-a-ree) noun
1. a book in which one records experiences, feelings, thoughts, etc. day by day.
2. a book in which a record of appointments, etc. is kept.

**Word Family:** diarist, noun, a person who keeps a diary.
[Latin diarios daily]

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**Word origin:** Spell comes from Old French espier, to spell, from a new lost Frankish word meaning to tell (and thus related to spell). The Germanic peoples of the late Roman Empire and the Dark Ages following it were fascinated by writing and understood letters with magical properties. Thus spelling or “telling” letters or runes was synonymous with casting spells.

(Reader’s Digest Word Finder)

The origin, or history, of a word is known as its etymology. Some dictionaries show the etymology of words, as well as their pronunciation and meaning. (You may not find all this in a pocket dictionary or learner dictionary.)

Can you find out the origins of these words?

<table>
<thead>
<tr>
<th>Language it comes from</th>
<th>Original word and meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>medicine</td>
<td></td>
</tr>
<tr>
<td>silly</td>
<td></td>
</tr>
<tr>
<td>telephone</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>muscle</td>
<td></td>
</tr>
</tbody>
</table>

Now look up the etymologies of the five interesting words you wrote for Question 2 on page 6.

1. 
2. 
3. 
4. 
5. 

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**Tip!**

You know, people who are interested can remember football scores, race results, politicians’ names... who won the cricket in 1932... Taking an interest in something can help your memory!
**STARTING TO LOOK AT SPELLING PATTERNS**

OK, now I can see why some words are spelt the way they are. It’s fascinating...

... but how am I ever going to remember all these words?

There are so many!

Look for patterns – most words follow a pattern.

You’ll find other words with the same pattern.

Which of these words follow the same spelling pattern? Group the words in the table below. (Add any others you know.)

<table>
<thead>
<tr>
<th>ghetto</th>
<th>bright</th>
<th>technical</th>
<th>ghoulish</th>
<th>fight</th>
</tr>
</thead>
<tbody>
<tr>
<td>valet</td>
<td>cell</td>
<td>cinema</td>
<td>ghastly</td>
<td></td>
</tr>
<tr>
<td>ballet</td>
<td>centre</td>
<td>flight</td>
<td>buffet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mechanic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End with ‘-ight’</th>
<th>Contain ‘ch’ that sounds like ‘k’</th>
<th>Begin with ‘gh-’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Begin with ‘c-’ that sounds like ‘s-’</th>
<th>Have the French ‘-et’ ending</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

[Answers are on page 88.]

OK... I’ll remember ‘night’ and ‘bright’ and ‘flight’ – but how about ‘write’ and ‘site’?

Mm... Well, patterns help a lot, but, of course, one sound may have several spelling patterns in English.

That’s why listening and writing isn’t enough – you have to develop visual memory as well.

We’ll look at patterns and memory techniques in this book.
**Words Adopted from Other Languages**

English is a ‘hybrid’ that has been influenced by the pronunciation, grammar and vocabulary of many other languages. In fact, English has adopted (stolen?) lots of words from other languages. Sometimes this explains the unexpected spelling of words.

These English words are adopted from other languages. Put each word in the correct box.

<table>
<thead>
<tr>
<th>blitz</th>
<th>siesta</th>
<th>chef</th>
<th>bunyip</th>
<th>boutique</th>
</tr>
</thead>
<tbody>
<tr>
<td>boomerang</td>
<td>champagne</td>
<td>patio</td>
<td>sushi</td>
<td>waltz</td>
</tr>
<tr>
<td>guitar</td>
<td>judo</td>
<td>restaurant</td>
<td>kimono</td>
<td>kindergarten</td>
</tr>
<tr>
<td>kamikaze</td>
<td>kangaroo</td>
<td>hamburger</td>
<td>sputnik</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>French</th>
<th>Japanese</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Australian Aboriginal languages</th>
<th>German</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

(Answers are on page 88.)

You probably know some other words from these languages, and you may also know words from languages such as Italian, Chinese or Maori.

Do you know any ‘international’ words which other languages have borrowed from English?

**computer** **weekend**

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**Chapter Two**
1. Complete the checklist.

I know alphabetical order and can look up words in a dictionary.  
☐ yes  ☐ no

If you ticked ‘no’, ask someone for help: a teacher, your learning partner (see Question 3 below), a tutor, a friend… you’ll find that people like to share what they know!

I’ve got a good dictionary, or I know where there’s one I can use.  
☐ yes  ☐ no

2. Where do these words come from? Have their meanings changed?

<table>
<thead>
<tr>
<th>Language it comes from</th>
<th>Original word and meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bizarre</td>
<td></td>
</tr>
<tr>
<td>cocoa</td>
<td></td>
</tr>
<tr>
<td>computer</td>
<td></td>
</tr>
<tr>
<td>island</td>
<td></td>
</tr>
<tr>
<td>mongoose</td>
<td></td>
</tr>
<tr>
<td>synthetic</td>
<td></td>
</tr>
</tbody>
</table>

3. Find a learning partner.

A learning partner! What’s that?

It’s always useful to have someone to talk to about what you’re learning…

Two potentially great learning partners

… to compare notes with, read out words for each other to spell, talk through problems, encourage each other. Try to meet and talk regularly each week!
Chapter Three

If you haven’t been able to find a learning partner, do you have a teacher, tutor or friend that you could ask to help you?

The Words You Have to Spell

So, how’s it going?

Well, it’s fascinating, and I can see that taking an interest is good, but...

But?

But how often am I going to write ‘ghost’?

Why not often?

Well, that’s a good question. So the next step is to work out which words you are going to use often...

...and to do that you’ll have to think about what kinds of writing you want to do - or have to do.

Did you know that if you tried to learn the spelling of every word in the English language, and you learnt five words a day, it would take at least 100,000 days (or 300 years).


Time Savers
What you want to write

What would you like to write? Tick the boxes below and add anything else you think of.

**Work writing**
- notes
- memos
- letters
- telephone messages
- minutes of meetings
- reports
- faxes
- signs

**Study writing**
- essays
- notes
- science reports

**Personal writing**
- personal letters
- notes
- instructions
- recipes
- classified ads
- postcards
- lists
- labels
- cards

**Creative writing**
- stories
- ‘Baby’s First Year’
- ‘My Life’
- photo captions
- articles for club newsletters

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*It might seem pretty obvious, but spelling is part of writing. You can’t learn to spell without practising writing!*  
*If you don’t normally do much writing, or if you avoid writing, now’s the time to make a commitment to do more.*  
*Choose something that’s useful or interesting to you!*
Getting Started With Writing (Mind-Mapping and Drafting)

I often have problems getting started...

...then I get stuck over spelling!

Well, there are several ways to help yourself.

Imagine planning an extension to your house...

...and stained glass.

First, you'd talk and think about it.

You'd probably look at other people's extensions.

You'd make a rough sketch and probably change it a few times.

Then, you might make a neater drawing to show to a builder - and make a few more changes.

So, for writing:

1. Think or talk about what you want to write.

   I'm going to help out with the junior basketball camp - I said I'd draw up a notice...

2. Mind-map, or think of the different points you need to cover.

   Jan. 10-14
   Sports Centre
   Ages 8-12
   When?
   Practical details
   Cost?
   Basketball Camp
   Purpose
   Improve skills
   Have fun
   Who for?
   Coach?
   Meet people

   AND YOU?

Chapter Three
3 Make a draft. Don’t worry about spelling. You can check it at the end.

Are you serious about improving your basketball skills? If you want to be good at basketball, come to join us for a week of top coaching with Mike Devine (of the Cresta Cougars) — check famous. It’s also a chance to have fun & make some new friends. Mike has played for the Cresta.

Dates: January 10-14
Ages: 5-12
Venue: Oldtown Sports Centre
Cost: (Find out!!)

4 If you have time, put the draft aside for at least twenty-four hours, and then check it again.

SUMMER BASKETBALL CAMP
Are you serious about improving your basketball skills? Join us for a week of top coaching with Mike Devine (of the famous Cresta Cougars!).

It’s also a chance to have fun and make some new friends.

Dates: January 10-14
Ages: 5-12
Venue: Oldtown Sports Centre
Cost: $55

5 Finally, show it to someone else. You may want to make one more ‘good copy’.

Not enough space? Use your own paper!

Of course, this is for writing that other people will see — not notes and lists for yourself!
List the words you had problems with in the previous activity. Highlight the part or parts of the word that gave you trouble.

serious your make week some top friends chance venue

It's always the same words that give me problems.

I can never remember the "%"! things!

So this is where you can start to focus on the look of a word...

... and work out ways to help yourself remember!

**How You Remember Things**

In the next chapter, we’ll look at all the memory strategies you can use for spelling.

Which memory strategies do you already use for other things?

How do you remember things?
Tick the boxes below.

- Write lists?
- Write them on your hand?
- Say them over in your head?
- Visualise?
- Associate them with other things?

**How Are You Going To Remember Your Problem Words?**


Chapter Three
Do you have a negative voice, a saboteur? Are you still using your positive message?

How are you going to keep your commitment up? (Making a deal with your learning partner can be helpful here.)

This week I'm writing ____________________________

and ____________________________

OK, this week I'm writing . . .

2  Choose some writing that interests you and do it. Remember not to worry about spelling in your first draft. Then go back and highlight any words you think may be wrong. Ask your learning partner to help you.

Now pick out some of the words you got wrong (no more than five or six) and concentrate on how you could remember them.

3  Buy an indexed notebook (like an address book). You'll need this book in Chapter 4.

4  Go to a bookshop or library and look at books on improving your memory.
Dear Uncle Brian,

Finally writing to thank you for the cheque you sent for my birthday.

How did it go?

OK... There were a few words that looked wrong.

So we worked them out together.

Yeah.

**Knowing When Words 'Look Wrong'**

Sometimes the spelling of a word just ‘looks wrong’.

Good spellers often try writing a word a few ways, until they find the one that ‘looks right’.

Remember, it’s usually only part of a word that’s causing the problem.

Recognising that a word looks wrong shows that you have some visual memory of the word, even if you’re not sure how to spell it.

This chapter will look at different kinds of spelling mistakes and at ways to improve your memory.

Did you know that Americans spell this word ‘check’?

I must improve my memory... I must improve my memory.

There are better ways than these!
DIFFERENT KINDS OF SPELLING PROBLEMS

Below is the first draft of a letter that Magda wrote to her friend Helga. Can you help Magda find the words that ‘look wrong’? (There are five.) Just circle the word or part of the word that looks wrong. Cover up the bottom of the page while you do this – then uncover to check your answers!

Dear Helga,

I'm riting to tell you I'm having a brithday party in Orgust. I'll be 21 - the big one! It's quite exiting - all the old gang will be there!

Did you spot all the problem words? Now, try to match the kind of problem with the word.

1. She forgot a 'silent' letter. qite → quite
2. She got all the right letters, but in the wrong order. exiting → exciting
3. She wrote the word the way it sounds. riting → writing
4. She forgot the rule that ‘q’ is always followed by ‘u’. brithday → birthday
5. She missed out a letter (and wrote a different word!) Orgust → August

[Answers are on page 88.]

Dear Helga,

I'm riting to tell you I'm having a brithday party in Orgust. I'll be 21 - the big one! It's quite exciting - all the old gang will be there!
Did you notice that Magda actually got most of her spelling right? Even with her ‘problem words’, it was only two or three letters that were wrong!

So it's really only a few letters of each word that I have to concentrate on?

Yes, exactly!

And memorising doesn't mean you have to write a word out one hundred times.

There are lots of better ways.

cheque, cheque, cheque, cheque, cheque, cheque, cheque, cheque

**USING MEMORY STRATEGIES**

write (writ) vt. wrote, written
written: ME, written OE, < writan, to scratch, engrave, write, akin to G. reißen, to tear < IE. base *wer-, to tear off, scratch

Think of words related in meaning – can you remember one of them?

write
handwriting

Magda forgot the silent letter.

Use a mnemonic (a memory aid).

This word has a silent 'm'; we say 'nem-on-ic'.

'I write well.' - 'W'
'Ring the right number.' - 'R'

write wrist wrong wreck

Of course you may not use every strategy for every word:

Think of words with a similar spelling.

autumn
Audrey
August

Look up the word origin or find out about the history of the word.

August (2) (say aw-gus) noun the eighth month of the year in the Gregorian calendar. [after the Roman Emperor Augustus]

'A useful gust of wind in August'

Use a mnemonic.
Can you think of ways Magda could remember these two words?

exciting -------- birthday

[Suggested answers are on page 89.]

A SPELLING NOTEBOOK

finally, cheque
So, how am I going to keep track of the words I want to learn?

Easy! Did you remember to buy that indexed notebook?

1. Choose the page according to the first letter of the word you want to learn. For instance, ‘exciting’ begins with ‘e’, so write it on the ‘e’ page.

2. Highlight the part of the word that’s hard to remember.

3. Write down your best memory strategy for that word.

4. Carry the book with you so when you’re writing something you can use it to check your spelling. (You won’t need it every time.)

5. On the bus, or waiting in a queue, you can use it to test your spelling.

Can’t find an indexed notebook? Look in a big supermarket or chain store. Try a newsagent. (An address book will do at a pinch!)
If you’re really finding it hard to write, just start by copying this passage (or find something else that interests you).

If English spelling is so complex, why don’t we simplify it? Well, since the sixteenth century, people have tried to work out new spelling systems. The American spelling system was simplified in the last century by Noah Webster, who compiled the famous Webster’s dictionary. In Great Britain, a bill to introduce a simplified spelling system was defeated by only three votes in Parliament in 1949. Who’ll try next?

Try to copy in chunks, rather than letter by letter. Copy a whole word, or a few words at a time, if you can.

---

**Writing tips**

1. Think.
3. Draft. Check and find words you had problems with.
4. Make a good copy.
5. List problem words in your notebook.
Do it Yourself:

Speed copying

Here’s a fun way to improve your visual memory. It’s called speed copying.

1. Choose something interesting to copy. (It should be only three or four lines long.)

2. Copy it once and time yourself. (Don’t worry about neat handwriting!) Copy in chunks, rather than letter by letter. You might copy half a word at a time, or a sentence at a time.

   Time taken __________________________ Number of mistakes ______________

3. Check what you wrote.

4. Next day, try again. Remember to record your time and check for mistakes. The aim is to increase your speed and reduce the number of mistakes.

   Time taken __________________________ Number of mistakes ______________

5. Keep this up for the next five days. You should see an improvement by the end of the week. Choose something different to copy the following week.

   No more space . . . ? Find some paper.
So how did you go with the speed copying?

Not bad. Look!

I got really fast here, but I was making too many mistakes.

So I slowed down a bit, and I could look at the words more carefully.

HOW DID YOU GO
WITH THE SPEED COPYING?

- useful
- very useful
- not very useful

TESTING YOURSELF ON SPELLING

And do you remember how to spell ‘cheque’ and ‘finally’ now?

Yeah - I’ve been using those memory tricks.

I’m about ready to be tested!

Ok. ‘The cheque is in the mail . . .’
Spell ‘cheque’ . . . ‘I finally got into the A-grade team . . .’
Spell ‘finally’.

Ask your learning partner to test you on the words you’ve been memorising.
Write them in the space here.

If you haven’t got a learning partner, record your words on cassette, then listen and test yourself.

And how’s the spelling notebook going?

Oh, it’s really handy - I’ve been writing down some words from my course.

Hey, do you like this one? ‘Be sure to measure the angle!’

Angle (double, couple)

‘Be sure to measure the angle.’
I’m having problems with this one, though.

Yes, well, remember we talked about this before.

The sound of a word in English usually isn’t enough to help you guess the spelling.

It sounds like ‘tan-junt’ to me!

The cat sat on the mat, you’ve got to rely on other strategies.

Once you get beyond ‘The cat sat on the mat’, you’ve got to rely on other strategies.

It’s hard when you’re trying to spell the part of a word which isn’t stressed.

‘tan-gent’, so it’s easy to spell the first part of the word...

...but the end of the word is confusing - you can’t work out the spelling from the sound.

Finding Words Within Words

Luckily there are other ways to remember - usually visual strategies.

Think of ‘tan-gent’.

Finding small words inside bigger words can help you remember spelling.

Can you find small words inside these words?

Hey, I did that already with ‘Be sure to measure’.

This is a good way of focussing on how a word looks.

The more you look at words the more you’ll improve your visual memory.

b-e-v-e-r-r-a-e-r-a-g-b-e

h-e-a-r-t-e-a-r-h-e-n

f-r-a-g-r-a-g-r-a-n-r-a-n

Um...
Find smaller words inside these words.

Madagascar  
amateur  
miniature  
disappear  
kerosene  
reputable  
colonel  
vegetable  
misdemeanour  
suitable

Thinking about words within words is another memory strategy to use when you’re trying to remember spellings. Try it this week and see if it’s useful for you.

**Your Best Memory Strategies**

Tick the memory strategies you find helpful!

- Think of words with related meanings.  
- Find patterns.  
- Use mnemonics.  
- Use rules.  
- Look at the origin of the word.

- Find out if the word has been borrowed from another language.  
- Use mnemonics.  
- Find out if the word has an interesting history. Has the spelling or pronunciation changed?

*Remember, different people find different strategies helpful.*

- **sign**  
- **signature**  
- **gourmet** (French word)  
- ‘I write well.’  
- ‘Ring the right number.’  
- August (after the Roman Emperor Augustus)

*Answers are on page 88.*
Can you see what the problem is with Wendy’s spelling?

I’m Wendy. I’m married with three children.

WHAT DO YOU THINK?

She’s missing out letters like ‘a’ and ‘e’.

That’s because she didn’t know the rule …

Every syllable needs a vowel.

Every what needs a what?

Yeah.

OK. Let’s look at syllables.

If you were singing these words, how many beats would they have?

night □ cinema □ muscle □ centimetre □

peace □ medicine □ spell □ scientific □

gym □ aboriginal □ gourmet □ three □

alphabetical □ married □ children □

[Answers are on page 88.]

TIP!

Sing the word or tap out the beat on a tabletop.

The number of beats is the number of syllables, right?

Yep …

And look again at the words … can you see how every syllable has at least one vowel?

So if Wendy had known the rule, it would have helped …

That’s ā, ē, ò, ù, and sometimes ū, or a combination of letters like ‘ee’, or ‘ou’, or ‘ie’.

Wen-dy – mar-r-ied … child-ren.

By the way, any letter that’s not a vowel is called a consonant.
Cover the words below, and then say them slowly as you write them.

mul-ti-pli-ca-tion
am-bi-dex-trous
Kun-un-ur-ra
poss-i-bil-i-ty

But just watch out! There are a couple of catches here...

1. There are some words where people often don't pronounce every syllable, like 'Wednesday' (everyone says 'Wen-sday'). And lots of people say 'li-bry' (for 'library') and 'Feb-u-ry' (for 'February').

2. Trying to break words into syllables isn't a good idea with short words. It can be easy to hear an extra syllable where there isn't one.

  please
  string
  street
  price
  cream

As a memory strategy some people like to think of 'Wed-nes-day', 'li-bra-ry' and 'Feb-ru-a-ry'.

As a memory strategy, it can help to know that in English only some consonant blends are possible. For example, it's OK to have blends like 'pl', 'pr', 'st', 'str' and 'cl'. But some consonant blends are not possible.

You can't begin words with 'mr' or 'wn' – so 'mried' and 'Wnrdy' have to be wrong!

Chapter Five
Do it Yourself:

Getting interested in words

1. Do you know why ‘Wednesday’ has such an unusual spelling? It comes from ‘Woden’s Day’ – Woden was the Norse God of Thunder. Some of the other days of the week were named after gods – can you find out which ones? 

   Wednesday Wednesday Wednesday 

   Use a dictionary to help you!

2. Look again at words you’ve been collecting in your notebook. Can you find any unusual consonant blends? Any unexpected spellings?

   splatter unusual consonant blend
   police unusual spelling (the unstressed part of the word!)

   The more you focus on interesting features of the way words are spelt... ...the easier you’ll find it to remember them!

   It’ll also help you to predict other spelling.

3. Collect some long words you’d like to spell.
   Write them in your notebook. Try these two strategies to remember them.
   a) Tap out the syllables:
      e.g. app-li-ca-tion
   b) Find words within the word:
      e.g. correspondence

   Remember to keep your notebook going!

4. Here’s a proofreading exercise for you to try. Cover up the correct version on the right while you find the mistakes. This time, you’re not just comparing drafts. Try to spot the mistakes by yourself! The first one’s done for you.

Dear Cathy,
I can’t meet you tomorrow, but how about Wednesday – opposite the cinema straight after work? Please bring my umbrella – I left it in your car.
Rinda

Dear Cathy,
I can’t meet you tomorrow, but how about Wednesday – opposite the cinema straight after work? Please bring my umbrella – I left it in your car.
Rinda

[Answers are on page 89.]
So how have you been going with the memory strategies?

Um... well, I'd better be honest...

I like finding words within words...

...but sounding out the syllables doesn't grab me.

Maybe you're more of a visual person - people learn in different ways.

YOUR LEARNING STYLE

Suppose you wanted to lay some tiles in your bathroom, and you'd never done it before. Would you prefer to learn by:

- watching someone else do it?
- listening to a friend explain how they did it?
- doing it yourself while someone supervises you?
- reading books on how to do it?

Of course, you might prefer to pay someone to do it for you, but that won't work with spelling - unless you have a secretary who's a perfect speller!

Ask your learning partner which methods they preferred. Different people have different learning styles - it's the same with spelling.

If I visualise a word written in neon lights, that helps me remember how to spell it.

If I spell the word aloud, that helps me.

If I trace words on my hand, or on a table, I can remember them.

I like reading about the history of spelling and where words come from - that helps me.

AND YOU?
ENJOYING READING

Maybe you got turned off by having to read things that didn't interest you.

DO YOU READ FOR PLEASURE?
☐ yes ☐ no

Turn to page 34.

Here are some tips to help you start reading more and enjoying it!

Choose reading that really interests you.

Start with something short that you can finish at one sitting.

Your local library should have books with cassettes.

Photos and pictures can keep you interested.
Well, OK, but how am I going to find time to read?
I always read for half an hour before I go to sleep.
There's not much on TV on Tuesdays, so I listen to music and read my sports magazines.
I leave the baby with my mum and sneak down to the café - then I read the paper!
I read on the bus.

Match these titles and first paragraphs. Tick the ones you'd like to read more of!
(Which ones grab you?)

1. I was born in 1894 at Maidstone, Victoria. My father left for Western Australia just after this, taking with him my two older brothers, Joseph and Vernon. Gold had been discovered in the West and thousands believed that a fortune was to be made. At that time there were seven children in our family: I had four brothers and two sisters.

2. It all started with the stars. For thousands of years people imagined going on a journey through space to visit the planets and the distant stars. Little did they know that it would be the longest journey ever taken, one that would never end.

3. I found Sherlock Holmes seated on the terrace at the back of his villa. He was slumped amongst the cushions in a roomy wicker chair, looking totally relaxed and, seemingly, doing no more than enjoy the sunshine of the hot June morning.

4. 'Abandon ship!'
It all happened very quickly. Dougal Robertson was studying a sea chart. His wife, Lyn, was cleaning up the schooner. On deck, Sandy, one of the twin boys, was fishing. Douglas, Dougal's 17-year-old son, was steering. Neil, Sandy's twin brother, was

- [ ] The History of Space Travel
- [ ] Sherlock Holmes: The Case of the Dancing Bees
- [ ] Survive the Savage Sea
- [ ] A Fortunate Life
- [ ] Spotlight on the Olympics

[Answers are on page 89.]
Words with short vowel sounds, like ‘fat’, ‘tin’, ‘bed’, ‘on’ or ‘but’, are fairly predictable. … which means you only have to remember the exceptions – the unexpected spellings.

Words with long vowel sounds, like ‘breathe’, ‘slow’ or ‘wait’, are not so predictable. We’ll deal with those later.

### The short vowel sounds

<table>
<thead>
<tr>
<th>‘a’ sound</th>
<th>‘e’ sound</th>
<th>‘i’ sound</th>
<th>‘o’ sound</th>
<th>‘u’ sound</th>
<th>‘u’ sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as in cat, hand, bank)</td>
<td>(as in leg, men, tent)</td>
<td>(as in bit, bill, win)</td>
<td>(as in stop, hot, job)</td>
<td>(as in bus, cut, rubbish)</td>
<td>(as in put, pull, push)</td>
</tr>
<tr>
<td>leisure</td>
<td>build</td>
<td></td>
<td></td>
<td></td>
<td>good book</td>
</tr>
</tbody>
</table>

These words are exceptions. Can you put each one in the right column according to its sound?

- front
- book ✓
- women
- busy
- guess
- because
- said
- leisure ✓
- woman ✓
- guarantee
- should
- friend
- mother ✓
- build ✓
- was
- pretty
- cough
- good ✓
- crystal

[Answers are on page 89.]
A CASE AGAINST PHONETIC SPELLING

Of course, another reason for not relying on the sound of a word... is that there are so many different accents!

One of the reasons for not changing our spelling system so that words are spelt more like they sound, is that English is spoken with so many different accents. For example, how would you spell 'fish and chips'? Would you spell it the way an Australian says it, or the way a New Zealander says it? How about 'bus'? Would you spell it like a Londoner says it, or like someone from the north of England says it? Think about how an American pronounces the word 'coffee'. Should we spell that word 'cahfee'? Even within Australia, there are some differences. How do you say 'dance'? Have you heard a different pronunciation? What about 'pool' and 'school'?

MORE WRITING PRACTICE

It's time to do some writing, but I'll give you a choice.

You can speed copy the passage above (look back at page 24 if you need help)...
or choose something you'd like to copy...
or do some writing of your own. It's up to you!

Time taken ___________________________ Number of mistakes ___________________________
Do it Yourself:
Finding something to read

1. Go to a library, newsagent or bookshop. Find something you’d really like to read!
   - Find 20 minutes every day to read.
   - Ask someone to recommend something they’ve enjoyed reading.
   - Read a couple of paragraphs before you decide what to read. If it’s too hard, you’ll give up; if it’s too easy, you’ll get bored!
   - Some books have cassettes, so you can look and listen at the same time, or you can just listen for a while, then read for a while.

2. Remember to keep your notebook going.

3. List ten words for your learning partner to test you on. What memory strategy will you use for each word?

<table>
<thead>
<tr>
<th>Word</th>
<th>Memory strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
How did your reading go?

Oh, good. My friend lent me a surfing magazine - it's got some good articles.

How is your reading going?

☐ Great. I found something good to read and I'm enjoying it.

☐ Not so good. I couldn't find anything interesting.

Keep it up!

There's a lot to choose from.

I always ask friends to recommend something.

You know, I think I really am taking more notice of what words look like.

Me too - and I'm feeling a bit better about my writing.

OK... now that you sound interested in spelling - it's a good time to look at some rules.

SILENT ‘E’ AND DOUBLING

You may even remember these rules from school - there's the silent ‘e’, or magic ‘e’, and the doubling rule.

Oh, I remember those, but I never understood them properly.

And you?

Does this look familiar?

hop
‘He's hopping mad.’

hope
‘I'm hoping to see you soon.’

If you know about silent ‘e’ and doubling, you may want to skip the next three pages.
Let's look at silent ‘e’... Read these words aloud and see if you can work out the rule.

The rule is that a silent ‘e’ on the end of a word makes the vowel sound:

- shorter
- longer

[Answer is on page 89.]

How about ‘have’ and ‘give’ and ‘love’ – are they exceptions?

Well done! They certainly are. But let's get back to the rules.

I'm not too good on rules...

Hey, this part's easy. Just remember you don't need the silent ‘e’ when you're adding an ending like ‘ed’ or ‘ing’ or ‘er’ or ‘est’... you don't want to write ‘hopeed’.

OK, I got it... I won't ever write ‘hopeed’ or ‘stripeed’, I promise!

See, rules aren't so bad. Now let's look at the doubling rule for those short vowel words, like ‘hop’ and ‘fat’.

OK.
Now, how about if you want to add an `-ed`, or `-ing`, or `-er`, or `-est` ending to a word like `hop` or `fat`?

I know, I know – I think I’ve got it!

If I just added `-ed` to `hop` I’d get `hoped` – with a long vowel sound – that’s the wrong word!

That’s right... so you double that last letter... `hopped`.

That way, the vowel stays short, and you get the word you want... no confusion between `hoped` and `hopped`, `wining` and `winning`, `striped` and `striped`!

hop → hopped
occur → occurring
thin → thinner
hot → hottest

Now use the silent `e` rule and the doubling rule to write the missing words.

1. Yesterday was the _____________ day for thirty-five years.
   (hot) + (-est)

2. One of my favourite hobbies is _____________ and _____________
   (wine) + (-ing)    (dine) +(-ing)

3. Have you heard the _____________ news about the unfortunate driver who
   (late) + (-est)
   ran over the speed camera instead of _____________?
   (stop) + (-ing)

4. I must stop eating chocolate. I’m getting _____________ and _____________.
   (fat) + (-er)      (fat) + (-er)

5. He _____________ off to reveal his _____________ underwear.
   (strip) + (-ed)    (stripe) + (-ed)

6. Bisodo washes _____________!
   (white) + (-er)

[Answers are on page 89.]
The doubling rule doesn't apply when you have:

1. a single-letter short vowel sound followed by two consonants
2. a two-letter long vowel sound followed by one consonant
3. a two-syllable word where the first syllable is stressed.

The rule becomes rather complex for longer words - I often use a dictionary to check my spelling!

Crossword

Across clues
3. He ________ his drink bottle with gin.
7. Before we came to Sydney, we ________ in Melbourne.
8. They always wear the ________ fashion. They must have heaps of money!
11. If you get any ________, you'll fade away!
13. In American restaurants you're expected to leave a tip, but in Australia ________ is optional.

Words
making, latest, filled, hoped, hottest, lived, thinner, filed, wider, tipping, writer, typing, edited

Down clues
1. All accident reports are ________ under 'a'.
2. After the film was ________, all the good bits were gone.
4. Marble Bar is one of the ________ places in Australia.
5. I think he's ________ eyes at me!
6. The doubles tennis court is ________ than the singles.
9. A secretary's job used to involve ________ and shorthand. Now it's all computer skills.
10. Paul Jennings is my young brother's favourite ________.
12. She ________ to get a Gameboy for Christmas.

[Answers are on page 89.]
Painless Dictation

I liked that crossword. How else can I practise?

Oh, yuk... that's so hard.

Not if you try it my way...

...dictation without tears!

1. Find a passage, a letter, a story – something useful and interesting. Choose a paragraph.
2. Read through it once, to make sure you know what it's about.
3. Then look through it for any unusual spellings – don't test yourself until you're confident!
4. Now you have a choice.
5. Ask your learning partner to read the passage, a few words at a time, while you write.

or

Read the passage yourself onto a cassette, in the same way. Then listen to yourself and write.

OK... first sentence... 'The Cresta Cougars seriously dented the Panther's championship title hopes last night...'. Now, are you ready? 'The Cresta Cougars... The Cresta Cougars... seriously dented... seriously dented...'

How you try!

6. When you finish, check what you wrote against the original. (Ask someone to double check it if you can.)
7. Write any difficult words in your notebook to help you remember them. (Include your choice of memory strategy or pattern.)
8. A few days later, try the same dictation again (a cassette tape is good for this). Are your strategies working?
Word games

Try this word sleuth.

Playing with words can help you learn. It’s fun and guaranteed to help your spelling!

Word sleuth puzzle

WINNING AUGUST STRIPED DINED
ROHLMCHAROPCLITTXONELR
IMOREOOUIAHISCIRCLE
TEPUDSSGPRTOOEIZILRDOA
IMPRIXTUYMMOFBIRTHDAYM
NBVECHEQUELLAUGHINGRTE
GRDKIBUYUSTUDEYNIGHTD
OSIGNATURELSAUSAGEARR
BASKETBALLLOCKEDDIAMETER

All these words are somewhere in the puzzle.

TP!

Sometimes the words overlap!

basketball night signature Tuesday cheque writing
birthday gourmet circle ghost school medicine
hopped laughing winning striped August exciting dined sausage

Look for crosswords, wonderwords, anagrams, word sleuths (also known as word finds) and other word quizzes.

You’ll find them in magazines or newspapers and in books of word puzzles.

You could also try word games like Scrabble®, Boggle®, Pictionary® or Word Mastermind®. Have fun!

[Answers are on page 89.]
Hey, can you think of an eight-letter word that means ‘huge’ – the second letter is ‘n’?

How about ‘um’ ‘enormous’?

WHICH WORD GAMES HAVE YOU TRIED?
☐ crosswords ☐ word finds ☐ anagrams

I wanted to ask about this spelling.

Seven down... ‘you put this through a vampire’s heart’ – five letters. That’s ‘stake’.

It’s got that silent ‘e’.

But what about the ‘steak’ you eat – it’s got the same sound, but the spelling’s different!

stake

That’s right!

Well, that’s an interesting part of English spelling – words that sound the same, but look different are called homophones. There are lots of homophones in the English language.

And ‘homophone’ is an interesting word; it comes from Ancient Greek.

Ancient Greek ☐ ‘homo’ the same ☐ ‘phone’ = sound

Homophones

<table>
<thead>
<tr>
<th>steak</th>
<th>stake</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>eight</td>
</tr>
<tr>
<td>bear</td>
<td>bare</td>
</tr>
<tr>
<td>bean</td>
<td>been</td>
</tr>
<tr>
<td>caught</td>
<td>court</td>
</tr>
<tr>
<td>die</td>
<td>dye</td>
</tr>
<tr>
<td>meet</td>
<td>meat</td>
</tr>
<tr>
<td>loan</td>
<td>lone</td>
</tr>
<tr>
<td>read</td>
<td>reed</td>
</tr>
<tr>
<td>sail</td>
<td>sale</td>
</tr>
</tbody>
</table>
Now let’s look at some common long vowel sounds, and the different ways they can be spelt. ‘Steak’ . . . that ‘ea’ is actually a pretty unusual way to spell that long ‘a’ sound.

In fact, if you’re into betting, be consoled that the odds are much greater that a word with the long ‘a’ sound will have an ‘a’, ‘ai’ or ‘ay’ spelling.

Common spellings for the long ‘a’ sound

<table>
<thead>
<tr>
<th>‘a’ spelling</th>
<th>‘ai’ spelling</th>
<th>‘ay’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>fame</td>
<td>pain</td>
<td>day</td>
</tr>
<tr>
<td>made</td>
<td>afraid</td>
<td>play</td>
</tr>
<tr>
<td>stake</td>
<td>claim</td>
<td>payment</td>
</tr>
<tr>
<td>danger</td>
<td>maintain</td>
<td>pray</td>
</tr>
</tbody>
</table>

Can you find two more words for each spelling pattern?

Less common spellings for the long ‘a’ sound

<table>
<thead>
<tr>
<th>‘ei’ spelling</th>
<th>‘ey’ spelling</th>
<th>Other spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td>vein</td>
<td>obey</td>
<td>great</td>
</tr>
<tr>
<td>eight</td>
<td>grey</td>
<td>steak café</td>
</tr>
</tbody>
</table>

Well, at least it’s not an unlimited choice!

It’s good to know that there are only three really common spellings for that sound – but how do I remember which is which?

This is where the visual part comes in. Which one looks right?

You’ve had a lot of practice at focusing on what words look like – and at using strategies.

The steak was great! ‘Make the stake from wood.’

How would you remember these spellings:

<table>
<thead>
<tr>
<th>How you try!</th>
</tr>
</thead>
<tbody>
<tr>
<td>vain _______</td>
</tr>
<tr>
<td>ate _______</td>
</tr>
<tr>
<td>brake _______</td>
</tr>
</tbody>
</table>
**Spelling the Long ‘E’ Sound**

Now for the long ‘e’ sound. Again, there are three really common spelling patterns.

These ones are much less common...

<table>
<thead>
<tr>
<th>‘ie’ spelling</th>
<th>‘ei’ spelling</th>
<th>‘i’ spelling</th>
<th>Other spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td>chief</td>
<td>ceiling</td>
<td>police</td>
<td>people</td>
</tr>
<tr>
<td>believe</td>
<td>deceit</td>
<td>machine</td>
<td>key</td>
</tr>
<tr>
<td>piece</td>
<td></td>
<td></td>
<td>quay</td>
</tr>
</tbody>
</table>

Common spellings for the long ‘e’ sound

- ‘e’ spelling: these complete emotion
- ‘ea’ spelling: please sea scream
- ‘ee’ spelling: three freedom cheese

Less common spellings for the long ‘e’ sound

*A piece of pie...*  
The peaceful sea...

**Spelling the Long ‘I’ Sound**

The long ‘i’ sound is easy... It’s usually spell with ‘i’ or ‘y’ (and it’s usually ‘y’ at the end of a word).

But look out for ‘ie’ and ‘ye’...  
... and the really unusual ones, ‘uy’ and ‘ey’.

Common spellings for the long ‘i’ sound

<table>
<thead>
<tr>
<th>‘i’ spelling</th>
<th>‘y’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine</td>
<td>my</td>
</tr>
<tr>
<td>bite</td>
<td>type</td>
</tr>
<tr>
<td>quite</td>
<td>apply</td>
</tr>
<tr>
<td>client</td>
<td></td>
</tr>
</tbody>
</table>

Less common spellings for the long ‘i’ sound

<table>
<thead>
<tr>
<th>‘ie’ spelling</th>
<th>‘ye’ spelling</th>
<th>‘uy’ spelling</th>
<th>‘ey’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>die</td>
<td>goodbye</td>
<td>buy</td>
<td>eye</td>
</tr>
</tbody>
</table>

How would you remember this:

by ____________

buy ____________

bye ____________

Rent-a-date? Buu-a-gu? 

Chapter Eight
**Spelling the Long ‘o’ Sound**

For the long ‘o’ sound, you’ll see there are only three main spelling patterns again...

... and some unusual ones!

Less common spellings for the long ‘o’ sound

<table>
<thead>
<tr>
<th>‘ough’ spelling</th>
<th>‘ew’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>sew</td>
</tr>
<tr>
<td>dough</td>
<td></td>
</tr>
</tbody>
</table>

How’s the word hunting going? Are you finding the same words as your learning partner?

Watch out! That ‘ough’ is pronounced in a lot of different ways in different words... cough... dough... tough. See the poem on page 48!

**Spelling the Long ‘u’ Sound**

Now for words with the long ‘u’ sound... is that a ‘yoo’ sound, or an ‘oo’ sound?

These are the ‘yoo’ words...

... and these are the ‘oo’ words.

Common spellings for the long ‘u’ (‘yoo’) sound

<table>
<thead>
<tr>
<th>‘u’ or ‘ue’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>tune</td>
</tr>
<tr>
<td>pupil</td>
</tr>
<tr>
<td>computer</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
</tbody>
</table>

Less common spellings for the long ‘u’ (‘yoo’) sound

<table>
<thead>
<tr>
<th>‘u’ or ‘ue’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>neutral</td>
</tr>
<tr>
<td>renew</td>
</tr>
</tbody>
</table>

Beautiful nuisance view

Common spellings for the long ‘u’ (‘oo’) sound

<table>
<thead>
<tr>
<th>‘oo’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>spoon</td>
</tr>
<tr>
<td>food too</td>
</tr>
<tr>
<td>June</td>
</tr>
<tr>
<td>rude</td>
</tr>
<tr>
<td>do</td>
</tr>
<tr>
<td>move</td>
</tr>
<tr>
<td>lose</td>
</tr>
</tbody>
</table>

Less common spellings for the long ‘u’ (‘oo’) sound

<table>
<thead>
<tr>
<th>‘ew’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>blew</td>
</tr>
<tr>
<td>crew</td>
</tr>
<tr>
<td>fruit</td>
</tr>
<tr>
<td>group</td>
</tr>
<tr>
<td>shoe</td>
</tr>
<tr>
<td>blue</td>
</tr>
</tbody>
</table>

How would you remember ‘sew’/’so’ and ‘blew’/’blue’?
The Art of Putting Words on Paper

Oh, I'm exhausted! Well, let's take a break and do something different...

Have you ever thought of the process of putting words onto paper as art?

The Man from Snowy River

I believe a leaf of grass is no less than the journeywork of the stars.

W. Whitman

Eternity

Copy and illustrate a poem or part of a poem.

Or buy books or go to classes on calligraphy and use your skills to copy a quotation or poem.

Or if you are using a computer, choose an interesting font to present a quotation, a poem or just a word that interests you.

Tips!

- Use the space below.
- Remember that short quotations often have more impact than longer ones (and there aren't so many words to check!).
- Remember the old trick of ruling faint pencil lines to make your handwriting straight?

- Quotations can be found in all sorts of places — on a friend's fridge, in greeting cards, in diaries, on posters or in a dictionary of quotations at your local library.

Have a go. Ask someone to check your spelling when you finish.

Chapter Eight
1. Make and send a card to someone.  
Make a poster for your home or work.  
Illustrate a poem for a child (you could even write your own poem!).

2. Create your own signs.  
- Dana's Room!
- Garage Sale
- Keep off the Grass

3. Read this poem aloud, or get someone to read it aloud for you.

I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble, but not you  
On hiccup, thorough, laugh and through!  
I write in case you wish perhaps  
To learn of less familiar traps:

Beware of heard, a dreadful word,  
That looks like heard but sounds like bird.  
And dead. It's said like bed not bead;  
For goodness sake don't call it deed!  
Watch out for meat and great and threat  
(They rhyme with suite and straight and debt).  
A moth is not a moth in mother,  
Nor both in bother, broth in brother.  
And here is not a match for there,  
Nor dear for bear, or fear for pear.  
There's close and rose, there's also lose  
(Just look them up) — and goose! and choose!  
And work and cork, and card and ward,  
And font and front, and word and sword,  
And do and go and thwart and cart ...  
Come, come — I've barely made a start!  
A dreadful language? Man alive,  
I mastered it when I was five!!  
(Anonymous)

Are there any words in the poem that you need to practise spelling? Write them here.

Remember to write these words in your notebook. Which memory strategies are working for you?
Hey, what do you think of this... I'd never have guessed how to spell 'chaos'.

It's true...
If you didn't know it started with 'ch', you'd never find it in the dictionary!

The good thing is - now you'll never forget how to spell it!

You're right - I've never forgotten how to spell 'pterodactyl' - when I was a kid, I was crazy about dinosaurs!

Oh - and that's a spelling which also comes from Ancient Greek... 'Ptero' means 'winged' or 'feathered' and 'dactyl' means 'toes' or 'fingers'.

When the dinosaur fossils were discovered, scientists used Greek and Latin word stems to create new names.

So, take a look at these words... if you didn't know how to spell them, would you ever guess?

Tick the words you think you could spell!

- scissors
- psychotic
- phone
- chlorophyll
- rhythm
- wrist
- whether
- thyme
- knee
- sword
- gnaw
- pterodactyl

How could you remember the ones you didn't tick?
Sometimes the unusual spelling is because the word comes from another language - for example, words spelt with ‘ph’ for an ‘f’ sound come from Ancient Greek.

And do you remember ‘ghost’ from page 8?

Sometimes English pronunciation has changed, but the spelling hasn’t. ‘Know’ was once said with a ‘k’ sound - now the ‘k’ is silent.

Oh, it’s all too much!

Hey, come on - take a look in your dictionary - you’ll probably only find a few words with each of these unusual spellings that you want to write.

Fill in the gaps in the table below (it continues on the next page). Just write in words you want to remember!

<table>
<thead>
<tr>
<th>‘ch’ (= ‘k’ sound)</th>
<th>‘ph’ (= ‘f’ sound)</th>
<th>‘gn’ (= ‘n’ sound)</th>
<th>‘wr’ (= ‘r’ sound)</th>
</tr>
</thead>
<tbody>
<tr>
<td>chlorophyll</td>
<td>phosphagen</td>
<td>gnarled</td>
<td>write</td>
</tr>
<tr>
<td>(green leaf)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘kn’ (= ‘n’ sound)</th>
<th>‘rh’ (= ‘r’ sound)</th>
</tr>
</thead>
<tbody>
<tr>
<td>knead</td>
<td>rhythm</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You might want to make a note of the original meaning.

You’ll notice that a lot of these words have got silent letters. Can you work out which letters are silent?
### Crossword

**Words**
rhyme, knead, thyme, gnawing, photosynthesis, knit, scissors, physiology, gnash, wreck, phobia, wring, wheel, chemistry, psychiatrist

**Down clues**

1. A doctor who specialises in mental health.
2. You make me feel nervous when you ______ your hands like that.
3. Five tow truck drivers argued over who would tow the ______ away.
4. He ploughed into a brick wall after falling asleep behind the ______.
5. They have a state-of-the-art ______ lab at that new school.
6. He has a ______ about spiders.

**Across clues**

3. A tailor needs sharp ______.
6. The puppy was ______ my new shoes!
8. ______ is a useful and sweet-smelling herb.
10. ______ the bread well if you want it to rise.
11. They called it ‘Wuss’, to ______ with ‘Puss’.
12. I’m going to ______ a warm jumper for next year’s skiing season.
13. The way in which green plants make their own food.
14. The study of how people’s bodies function.

[Answers are on page 89.]
Well, I can see there aren’t so many of those words to remember...

...but what about words like ‘cent’ – my little sister asked me why it didn’t begin with ‘s’-!

I hope you reminded her that you can’t always rely on the sound of a word when you’re working out the spelling!

SPELLING THE ‘S’ SOUND

Here’s a useful tip!

At the beginning of a word an ‘s’ sound is usually spelt with an ‘s’.

Now, you know it can occasionally be ‘sc’ or ‘ds’. It can also be spelt ‘ce’, ‘ci’ or ‘cy’.

The ‘s’ sound at the beginning of a word

<table>
<thead>
<tr>
<th>‘ce’ spelling</th>
<th>‘ci’ spelling</th>
<th>‘cy’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

By the way, at the end of words that ‘s’ sound can be spell ‘ess’, ‘s’ or ‘ice’.

Kiss  bus  police

SPELLING THE ‘J’ SOUND

Here’s another useful tip.

At the beginning of a word the ‘j’ sound is usually spelt with a ‘j’. It can also be spelt ‘ge’, ‘gi’ or ‘gy’.

The ‘j’ sound at the beginning of a word

<table>
<thead>
<tr>
<th>‘ge’ spelling</th>
<th>‘gi’ spelling</th>
<th>‘gy’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

At the end of words the ‘j’ sound can often be spelt ‘age’.

Which words do you need to remember? (Use a dictionary if you want to check their meanings.)

Here’s a final (very) useful tip.

Remember the strategy of writing a word several ways to see which way ‘looks’ right!

Giraffe  giraffe  giraffe

52
1. Choose one of the photos below and find the word to describe it. Try spelling the word yourself. Do it any way you can.

2. Check the spelling in a dictionary.

   - "Kris"... "cris"... "krys"... "chris"... "chrys"... Which looks right?
   - "Um..."
   - "Where's my dictionary...? It's not under 'cr'."
   - "Could it be like 'Christmas'?
   - "Can someone help me spell this?"
   - "Hey, does it start with a 'ch'?
   - "Only the first part is hard... 'chry-san-the-mum'."
   - "I'm going to use a memory trick to remember this word!"

[Answers are on page 89.]
Do it Yourself:

Avoiding boring words

1. Take a risk! You don’t have to use the same words all the time. Try some new ones!

Hi Dad,
This is a nice holiday. We’ve got a nice room with a nice view. The mountains are very big and the pool is big too. I went to the market today — it was really nice.

Love, Peter

excellent breathtaking huge magnificent wonderful enormous terrific vast unbelievable amazing fascinating exquisite

Rewrite the postcard shown using the words in the box, or write your own postcard and be sure to use interesting words.

2. Listen for words you’ve never tried writing down. Use your strategies to work out the spelling. Then check in the dictionary or with someone.

The atmospheric pressure . . .

This system is malfunctioning!
You know how we were going to try writing down words we hadn’t written before?

I was writing something about gym, and I wanted to spell ‘manoeuvre’.

WHAT WORDS DID YOU TRY?

So what strategies did you use?

Well... spelling it different ways... but none of them looked right. And I asked someone...

Yeah, but I didn’t know.

In the end, I just typed it and used the spelling checker.

I typed ‘manoeuvre’ and it told me that was wrong, and gave me the right spelling - easy!

In the end, I just typed it and used the spelling checker.

SPELLING CHECKERS AND THEIR PITFALLS

Yes, spelling checkers on computers are great - they can proofread for you, pick out words that don’t look right...

But you’ve got to do the work - decide which word you really want - it’s not always so easy!

I was typing something for the basketball newsletter... and the spelling checker kept telling me ‘Cresta’ was wrong! I knew it was right!

Then there were some things it didn’t even spot - like when I typed ‘from’ instead of ‘form’...

... the newsletter editor went crazy!

HAVE YOU TRIED A SPELLING CHECKER? DID YOU HAVE ANY PROBLEMS?

Well, let’s look at how spelling checkers can help you.
Choosing the right word

Not every spelling checker program is the same. Some programs are phonetic. They assume that people try to spell words the way they sound. If you type in a word the way it sounds, and your spelling is wrong, the computer will suggest the correct spelling.

Other programs just assume you've hit the wrong keys on the keyboard. If you type in a word the way it sounds, and your spelling's wrong, the computer will suggest a word that looks most like the word you typed, and this may not be the word you meant to write.

This program highlighted the word 'tople' - 'topple' was right down the list.

The computer suggested a word that looked similar to the word I'd typed.

So you can see, you can't just choose 'change' (or 'replace' on some computers) and be sure you've got the right word, because the suggested choice may not be the word you want.

You really need to have some idea of what the word looks like.

Try these. Can you select the right word? The first one is done for you.

1 He never smiles. He's so **serious**.
2 One of his greatest defence skills is the way he **anticipates** the ball.
3 Jonelle Foster earned her place in last night's team by consistently scoring an eighty per cent average.
4 Mc Nair was dropped from the team because of a **sore** throat.

[Answers are on page 89.]
Spotting hidden mistakes

How about when the spelling checker told me that ‘cresta’ was wrong?
Spelling checker programs often don’t recognise names – you can always add them to the memory if you want.

Yeah, and words like ‘grommet’ – I had to add that because my spelling checker didn’t know it!

There’s another problem with spelling checkers, illustrated very well by this poem...

Can you spot the mistakes? Can you see what the problem is?

Spellbound
I have a spelling checker; It came with my PC; It plainly marks four my revue Mistakes I cannot see. I’ve run this poem through it, I’m sure your please too no, Its letter perfect in it’s weigh, My checker tolled me sew.

[Answers are on page 90.]

It’s those homophones again.

I had trouble with them in my basketball report as well – altogether, there were eight mistakes that the spelling checker didn’t pick up!

Can you find the eight mistakes?

Cresta Cougars were in top from last night for there quarterfinal against Bay Bulls. Near the end of the fist quarter, the Cougars lead twenty there to twenty tow. By the end of the first half, Bulls were way out in front, leading buy thirty points.

Can you work out why the checker didn’t pick up these mistakes?

[Answers are over the page.]
Look again at the words the spelling checker missed.

Cresta Cougars were in top form last night for the quarter-final against Bay Bulls. Near the end of the first quarter, the Cougars led twenty to twenty. By the end of the first half, Bulls were way out in front, leading by thirty points.

There are three types of problem here that spelling checkers can’t help with . . .

Can you identify the type of problem? The first three words are done for you.

1. Typing the wrong letter or leaving a letter out and making a different word.
   - from ➔ form
   - there ➔ their
   - and ➔ end

2. Typing all the right letters but in the wrong order and making a different word.
   - fist ➔ first
   - lead ➔ led
   - there ➔ -three
   - tow ➔ -two

3. Typing a homophone of the word wanted.
   - buy ➔ by

[Answers are on page 90.]

Firstly, make sure you choose the right word from the list of words the computer suggests.

Secondly, after you finish, proofread for mistakes the computer may have missed.

That ‘choosing the right word’ tip is important for me . . .

Me too – I don’t want to be mixing up words like ‘earn’ and ‘urn’!

I want to be sure of these words myself.

OK – let’s take a quick look at spelling words with those ‘air’, ‘ear’ and ‘air’ sounds.
**Spelling the 'ar', 'er' and 'or' Sounds**

There are a few possible ways to spell words with these sounds – so remember your strategies!

**Let's begin with words with an 'ar' sound.**

Can you word hunt some examples of the most common spellings?

And some less common ones?

### Common spellings for the 'ar' sound

<table>
<thead>
<tr>
<th>'ar' spelling</th>
<th>'a' spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>part</td>
<td>father</td>
</tr>
</tbody>
</table>

Less common spellings for the 'ar' sound

### Common spellings for the 'er' sound

<table>
<thead>
<tr>
<th>'er' spelling</th>
<th>'ir' spelling</th>
<th>'ur' spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>herb</td>
<td>bird</td>
<td>burn</td>
</tr>
</tbody>
</table>

Less common spellings for the 'er' sound

<table>
<thead>
<tr>
<th>'or' spelling</th>
<th>Other spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td>worse</td>
<td>word world</td>
</tr>
</tbody>
</table>

### Common spellings for the 'or' sound

<table>
<thead>
<tr>
<th>'or' spelling</th>
<th>'au' or 'aw' spelling</th>
<th>'a' spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>port</td>
<td>sauce jaw</td>
<td>tall water</td>
</tr>
</tbody>
</table>

Less common spellings for the 'or' sound

<table>
<thead>
<tr>
<th>'ar' spelling</th>
<th>Other spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td>quarter</td>
<td>warm</td>
</tr>
</tbody>
</table>

Your heart four aunt learn
laugh board sergeant earth
bought earn journey court
were door you’re ward worm

[Answers are on page 90.]

Chapter Ten     .............................. 57
Do it Yourself:

Teaching someone else a strategy

1. Try using a computer spelling checker, or try a hand-held spelling checker. (If you can’t type, have you thought of learning? You can use a typing tutor program on a computer.)

Are there any words that you need to write which aren’t in your spelling checker program? Add these words to the program’s memory.

2. Experiment with graphics, columns and border options on your computer. Try writing an invitation or making up your own greeting cards.

3. Keep up your notebook. Make a special homophones section. (Use an ‘h’ page and only list the words you need to write.)

4. Keep up your strategies for remembering words. Try teaching someone else a strategy that works for you.

Look . . . to write ‘separate’, just think of ‘a rat’. OK?

You can do that with lots of words.

My best strategy is ____________________________

I taught it to ____________________________
Did you teach your learning partner any new strategies?

That's clever. I remember it because 'beau' means 'beautiful' in French. It just shows, there are always different ways to do things!

So?

Then, for 'beautiful', I have a little phrase . . .

My baby's eyes are unique!

B-E-A-U

CHRISTMAS

I think of a Christmas tree in the middle of the word.

DIFFERENT MEMORY STRATEGIES

Here are some of the memory strategies I've used.

In the box below on the left you can see the names of some memory strategies. Look at the seven words on the right and identify the type of strategy used to remember each word. The first three are done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas</td>
<td>Christmas</td>
</tr>
<tr>
<td>beautiful</td>
<td>'My baby's eyes are unique.'</td>
</tr>
<tr>
<td>stalk</td>
<td>walk, chalk, talk</td>
</tr>
<tr>
<td>fortification</td>
<td>for-ti-fi-ca-tion</td>
</tr>
<tr>
<td>Saturday</td>
<td>the Roman god (and planet) Saturn</td>
</tr>
<tr>
<td>quark</td>
<td>'q' + 'u' = 'kw' sound at the beginning of a word</td>
</tr>
<tr>
<td>nation</td>
<td>national, nationality, nationalise</td>
</tr>
</tbody>
</table>

[Answers are on page 90.]
MORE WORD ORIGINS

Let's look again at that strategy of remembering words related in meaning, or belonging to the same family.

One of the arguments against simplifying English spelling so that it reflects the way words sound is that some words related in meaning would no longer look the same.

For example, if we wrote ‘sine’ instead of ‘sign’ the connection between ‘sign’, ‘signal’ and ‘signature’ wouldn’t show.

What do you think? Should English spelling be simplified?

Mm... I'm not so sure... Anyway, I like hunting down word origins and using the spelling to work out the meaning.

We'll, you might like to try this word hunt, then...

Can you find some words which have these Greek and Latin stems? One is filled in for you.

<table>
<thead>
<tr>
<th>Latin</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>scriptum (= written)</td>
<td>politikos (= civil or political)</td>
</tr>
<tr>
<td>locus (= place)</td>
<td>techni (= art or skill)</td>
</tr>
<tr>
<td>rota (= wheel)</td>
<td>tele (= from a distance)</td>
</tr>
<tr>
<td>primi, primo (= first)</td>
<td>hydro (= water)</td>
</tr>
</tbody>
</table>

[Suggested answers are on page 90.]
MORE WRITING: DOING AN INTERVIEW

This sort of thing is really interesting - I spent ages looking in the dictionary... but I'm still not doing a lot of writing.

H'm... how about trying an interview?

That'll give you real dictation practice and you can do it over a few weeks, as a project.

You could interview a sports star - or ask an older person about their life.

My grandfather's got some good stories about when he lived in the bush - he left school at twelve and went to work!

Now, that sounds interesting!

So, if you're going to be a good interviewer, you'll have to think up some good questions. Like...

What were you doing when you were my age?

How was your life different from mine?

Can you tell me about something very funny that once happened to you?

How about something sad?

And something you wish you'd done differently?

And something you'll never forget?

Record the interview on a small cassette recorder, or write the questions on paper (with plenty of room in between them) and take notes as you go. (Don't worry about spelling - you can get your first draft checked!)

I will interview ______________________

I will ask them ______________________

TIP!

Ask for photos. If you're interviewing a relative you could make up a booklet to give your grandchildren one day.

I will interview ______________________

I will ask them ______________________

or keep going with your own writing.

Chapter Eleven
**Spelling the ‘ou’ Sound - as in ‘about’**

I’m writing a question:
Tell me about the first house you lived in . . . !
How do you spell ‘about’?

OK . . . let’s take a quick look at a couple more word patterns –
and you can do a word hunt!
The ‘ou’ sound – as in ‘about’ – is easy.
Choose from ‘ou’ or ‘ow’ spelling!

And at the end of a word, it’s always ‘ow’!

Fill in the missing letters (‘ou’ or ‘ow’).

1. Tell me ab__t one of your recurring dreams.
2. How do you pron__nce ‘epitome’?
3. You’ll need a p__er drill for that job.
4. I love freshly gr__nd coffee.
5. There was a huge cr__d at Saturday’s game.
6. I know h__ to spell ‘Wednesday’.

[Answers are on page 90.]

Of course, ‘ou’ and ‘ow’ are used to spell other sounds . . . ‘know’, ‘show’, and ‘four’ . . . but you know that!

**Spelling the ‘oi’ Sound**

Another easy sound to spell is ‘oi’ – as in ‘poison’.

It’s either ‘oi’ or ‘oy’ – and ‘oy’ at the end of words!

<table>
<thead>
<tr>
<th>‘oi’ spelling</th>
<th>‘oy’ spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How about the great psychoanalyst, Sigmund Freud?

Oh, trust you to find an exception! That’s a German spelling . . . like ‘Deutsche Mark’!
Word sleuth puzzle

- Saturday ✓
- nation
- politician
- multiply
- graph
- scientific ✓
- telematics
- yeast
- memorable
- poisonous
- boiled
- pronounce
- voyage
- enjoy
- appoint
- annoy
- train
- automatic
- conclude
- finally ✓

This time, the words are hidden this way → or like this ↘ or diagonally!

And remember, the words sometimes overlap!

[Answers are on page 90.]
Do it Yourself:

Increasing your vocabulary

1. Increase your vocabulary by reading. There are over 500,000 words in English. New words are appearing all the time, so no one knows all of them.

She was a most wonderful woman for prowling about the house. How she got from story to story, was a mystery beyond solution. A lady so decorous in herself, and so highly connected, was not to be suspected of dropping over the banisters or sliding down them, yet her extraordinary facility of locomotion suggested the wild idea. Another noticeable circumstance in Mrs Sparsit was, that she was never hurried. She would shoot with consummate velocity from the roof to the hall, yet would be in full possession of her breath and dignity on the moment of arrival there.

Read this passage from a nineteenth-century novel, Hard Times by Charles Dickens. Are there any words you don’t recognise? What do you think they mean? Check with your learning partner or a dictionary. Also, did you notice the unusual spelling of ‘storey’?

2. Keep playing with words. Just for fun, try this vocabulary quiz. Only one meaning for each word is correct. You can make up more quizzes like this and test your learning partner. Use a dictionary to check your answers.

a. rhinoplasty
   - the study of large animals
   - plastic surgery of the nose
   - the study of plant root systems

b. loquacious
   - talkative
   - nearby
   - a small, fruit-bearing tree

c. sardonic
   - friendly
   - mocking or scornful
   - like a sardine

d. rubeto
   - a vegetable
   - a reddening agent
   - a musical term

3. How will you keep writing?

   - I’ll keep a diary.
   - I’ll keep going with that interview project.
   - I’ll do some creative writing!
   - No problem – I have so many assignments!
   - I’ve got some other ideas.
Well, I floored everyone with ‘rubato’ – no one could guess the meaning!

But it’s not a word I really need to write!

So what kinds of words are still giving you problems?

Words with double letters . . .

Look, why has ‘irregular’ got two ‘r’s, when ‘iris’ only has one?

PREFIXES

Let’s take a look.

Iris is one word

Irregular = ir + regular

Prefixes are put at the beginning of a word . . .

They change the meaning of the word.

This is a prefix; it means ‘not’ or ‘the opposite of’.

Some prefixes, when they’re added to a base word, make a new word with the opposite meaning. There are some examples in the table below.

Can you think of other words which have the opposite meaning when you add these prefixes? Write them in the table.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Example</th>
<th>Your example/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>appear</td>
<td>disappear</td>
</tr>
<tr>
<td>il</td>
<td>legal</td>
<td>illegal</td>
</tr>
<tr>
<td>im</td>
<td>possible</td>
<td>impossible</td>
</tr>
<tr>
<td>un</td>
<td>happy</td>
<td>unhappy</td>
</tr>
<tr>
<td>in</td>
<td>discreet</td>
<td>indiscreet</td>
</tr>
<tr>
<td>ir</td>
<td>regular</td>
<td>irregular</td>
</tr>
</tbody>
</table>

If the prefix ends in the first letter of the base word, you get double letters!

Oh, OK . . . so ‘unnecessary’, ‘illegal’, ‘irregular’.
Of course, there are lots of prefixes with different meanings.

Can you match the meanings with the prefixes? Can you think of any more?

Can you think of other words which use prefixes?

replay  antiseptic
descend  international
antenatal  malpractice
neonatal  preview

So how does this help me spell?

OK . . .

Knowing about prefixes:

1 helps you with some types of double letters.
For example, knowing that the word ‘address’ originally came from the Latin prefix ‘ad’, meaning ‘to’, and the word ‘directus’, meaning ‘straight’, will help you to remember the double ‘d’.

2 can help you spell a word you think you don’t know.
For example, if you needed to spell ‘maltreat’ it might help to know that it contains the prefix ‘mal’, which means bad. Think of ‘malpractice’ and ‘maladjusted’, for instance. Do you know any other words that contain ‘mal’ as a prefix?

Just watch out . . . Don’t get confused with words which don’t have prefixes . . .
SUFFIXES

So the whole point is that meaning is a clue to spelling...

...and that's the same with suffixes...

'Suff-' what?

...the bits we add to the end of words.

Look at these words. How does the ending change the meaning or give us extra information?

Well...

'hopeful' and 'hopeless'...

'full of hope' and 'no hope'.

And the 'es' in 'boxes' means there's more than one.

actor fixed

teacher hopeful boxes

hopeless advertisement

creation famous

Forming plurals

This is where thinking about the meaning helps. 'Boxes' sounds like 'boxiz'...

...but if you know that plurals end in '-s', or '-es'...

...then you can always spell the ending!

Let's whiz through some patterns for spelling plurals.

1 can → cans
drink → drinks
wave → waves
fox → foxes
watch → watches
dish → dishes
Kiss → Kisses

So:

witch
bus
burger

2 baby → babies
city → cities
tray → trays
key → keys
boy → boys

So:

berry
way
trolley
fly
’sheep’, ‘mice’... any others?

[Answers are on page 90.]

Chapter Twelve
Forming the past tense

It’s the same for past tense words like ‘fixed’ or ‘opened’ or ‘mended’…

You know that the end of the word will be spelt ‘-ed’, even if it sounds like ‘-d’ or ‘-ed’.

But some exceptions are ‘burnt’, ‘spelt’, ‘learnt’ and ‘dreamt’.

Here are just a few quick patterns for forming the past tense.

**1. You remember:**

- **hop** → **hopped**
- **hope** → **hoped**

So:
- trip
- wade

**2.**

- **try** → **tried**
- **fry** → **fried** but **play** → **played**
- **stay** → **stayed**
- **key** → **keyed**
- **toy** → **toyed**

‘-y’ changes to ‘-ied’

So:
- cry
- apply
- stray
- employ

‘-ay’, ‘-ey’ and ‘-oy’ take the normal ending

Most suffixes are pretty reliable in their spelling. For example, you know it’s got to be ‘advertisement’ (not ‘mint’ or ‘munt!’).

**Here’s some practice at adding suffixes to base words. Join the base word and the suffix.**

<table>
<thead>
<tr>
<th>Base word</th>
<th>Suffix</th>
<th>New word</th>
</tr>
</thead>
<tbody>
<tr>
<td>pay</td>
<td>dom</td>
<td>freedom</td>
</tr>
<tr>
<td>protect</td>
<td>ment</td>
<td></td>
</tr>
<tr>
<td>kind</td>
<td>age</td>
<td></td>
</tr>
<tr>
<td>free</td>
<td>ist</td>
<td></td>
</tr>
<tr>
<td>volt</td>
<td>ion</td>
<td></td>
</tr>
<tr>
<td>art</td>
<td>ness</td>
<td></td>
</tr>
</tbody>
</table>

[Answers are on page 90.]
SPELLING THE ‘SHUN’ ENDING

Hey... I can remember ‘-ment’ and ‘-ness’... but how about ‘station’, ‘recession’, ‘division’ and ‘magician’? How am I supposed to know how to spell those endings?

Well, that ‘shun’ sound that you hear in ‘station’ is usually spelt ‘-tion’.

Find some examples of the ‘tion’ ending.

The ‘-tion’ words you can work out from looking at the base word.

- process → procession
- progress → progression

The ‘-sion’ words have a different ‘zhun’ sound.

- division
- confusion
- decision

‘Mansion’ is an exception!

The ‘-cian’ words you can probably remember – it’s easy to see where the ‘c’ comes from!

- magic → magician
- technical → technician
- politics
- music

My brain’s a bit full of word endings. Can we do something else for a while?

Why not write down the last joke you heard, then swap it with your learning partner...

And onto your own paper...
Anyone can write a limerick. Read it aloud to get the rhythm.

A wonderful bird is the pelican,
His beak can hold more than his belican.
He can take in his beak,
Enough food for a week –
I’m blown if I know how the helican.

(Merritt)

It can be fun to write a poem for a special occasion. It doesn’t have to be perfect – this is a poem that one of the authors, Maureen, wrote for her eight-year-old nephew, after she nearly lost something very important!

**A Message from the Tooth Fairy**

*For Ryan, aged eight*

I heard a story ’bout a boy
who lost a molar.
He left it in a glass for me
to change it to a dollar.

But oh my god! Alas! Alack!
Before he got his wishes
his aunty chuckled the glass and tooth
in that machine for washing dishes.

But never fear, I brought your dollar –
in fact I brought you two –
for giving me the chance to snorkel
and to scuba dive a little too!

Yes, that’s right,
I had to search in the machine.
But you can bet your last two dollars
that your tooth was squeaky clean!
I wrote a poem for my auntie’s birthday – it was pretty funny. It started ‘Laura, Laura, we all adore her/ Pity Elvis never saw her’, because she’s an Elvis fan . . .

But, you know, I do better on the long words. I get stuck with some really easy ones . . .

. . . like ‘there’ and ‘their’, and ‘to’ and ‘too’.

Well, sometimes you can start operating on automatic pilot!

Have you ever found yourself heading in the wrong direction on a Saturday?

You were going shopping, or to a friend’s place, but you find yourself heading for school or work . . . you’re just not concentrating!

Words that are easy to confuse
(there/their/they’re; to/too; it’s/its)

Yeah, this often happens when you write short, easy words – you write them without thinking.

So you have to switch off the automatic pilot, change to manual, get your brain engaged and really think about what you’re doing . . .

. . . especially about the meaning of what you’re writing!

How about a quick revision of some short words we use a lot?

What’s the difference between ‘there’, ‘their’ and ‘they’re’?

OK . . . ‘they’re’ is short for ‘they are’.

And ‘there’ you can use in ‘there is’ or ‘over there’ – it’s spelt like ‘here’.

and ‘their’ . . . that’s like ‘her’ or ‘our’.

How you try!

Fill in the gaps in the following sentences.

1 Look at those guys over . . . ! They think . . . so cool with . . . mirror sunglasses.

2 Hummingbirds use . . . long, thin bills to get nectar from flowers. . . . flying experts and are interesting for . . . ability to fly backwards.

[Answers are on page 90.]
How about ‘to’ and ‘too’?

Same thing – just focus – if you think about it, you’ll know which one to use.

I will?

OK . . . The ‘too’ in ‘too much’ has an extra ‘o’.

TRY WORKING IT OUT YOURSELF

Fill in the gaps in these sentences.

1. It’s never ___________ late ___________ learn something new.
2. If you add ___________ much green mulch ___________ your garden, the soil may become ___________ nitrogenous.

[Answers are on page 90.]

OK, how about ‘it’s’ and ‘its’? I get them mixed up . . .

I wrote ‘The dog chased it’s tail’ and I got it marked wrong!

Doesn’t that little mark, the apostrophe, show belonging, like in ‘The dog’s tail’?

Yeah, I can see why you were confused over when to use an apostrophe. I know we write ‘The dog’s tail’, but think of ‘his’, ‘her’, ‘their’, ‘my’ . . .

‘It’s’ is just the same – no apostrophe. When you see ‘It’s’, that’s short for ‘it is’, or ‘it has’.

[How you try!]

1. A rainforest frog produces poison under ___________ skin to ward off other animals. Some rainforest tribes tip their arrows with the same poison. ___________ collected by roasting the frog gently and then collecting ___________ sweat.

2. The rafflesia is a plant which grows on the forest floor in parts of Asia. ___________ flowers – up to 1 metre across – are the biggest in the world.

Because this one can be confusing, you’ll notice mistakes, even in magazines and printed signs and notices.

in fact, people often put apostrophes in the wrong places . . .

[Answers are on page 91.]
APOSTROPHES

Here are some typical mistakes I've seen...

What do you think these should be?

1. PLEASE DON'T SMOKE IN HERE
2. FRESH CARROT'S 79c
3. The female spider devours its mate.
4. It's a great way to go!
5. WHO'S CAR - MY CAR!
6. Whose been eating my porridge?

And why did people make these mistakes, do you think?

Maybe they were on automatic pilot and got confused?

[Answers are on page 91.]

1. DON'T should be
2. CARROT'S → CARROTS
3. It's → its
4. It's → It's
5. WHO'S → WHOSE
6. Whose → Who's

They should have thought about where the missing letter was: 'do n'a'.

No need... it's just 'carrots', the plural.

Oh... if you're not saying 'it is', or 'it has', there's no need for an apostrophe.

So here you do need one: 'It is' equais 'It's'.

You don't say 'who is car'?

This must be 'whose'.

Now, this time it's short for 'who has', so you do need an apostrophe.

Chapter Thirteen
### Abbreviations

Just one more thing to mention. We sometimes leave out letters to show how we speak – like ‘don’t’ . . . instead of ‘do not’. But sometimes it’s to save time – like writing ‘etc.’ to show ‘and so on’.

We call these short forms of words **abbreviations**.

Yeah, why do we write ‘etc.’ at the end of lists?

You couldn’t really guess unless you knew Latin. ‘Etc.’ is short for ‘et cetera’, which is Latin for ‘and other things’.

Of course, this kind of thing was easy in the past . . . when anyone who went to school would have studied some Latin.

Of course, you can always look in a dictionary!

Or you could try this exercise. Can you match the abbreviations with the Latin words and meanings?

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Latin word and meaning</th>
<th>Do you know any other abbreviations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e.</td>
<td>et cetera (and other things)</td>
<td>[Answers are on page 91.]</td>
</tr>
<tr>
<td>e.g.</td>
<td>versus (against)</td>
<td></td>
</tr>
<tr>
<td>vs.</td>
<td>ante meridian (before noon)</td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td>post meridian (after noon)</td>
<td></td>
</tr>
<tr>
<td>p.m.</td>
<td>id est (that is)</td>
<td></td>
</tr>
<tr>
<td>a.m.</td>
<td>exempli gratia (for example)</td>
<td></td>
</tr>
</tbody>
</table>

Did you know any other abbreviations – old or new?

Could you find out what they mean?

Yeah. I found ‘re’ which means ‘about’. It’s from Latin ‘res’ – that means ‘thing’.

I’ve got a new one. ‘PC’ can mean ‘Personal Computer’ or ‘Politically Correct’.

Look in a dictionary to find the origins and meanings of these abbreviations.

viz.  AD  BC  pp.  circa  fax  CD ROM
Classified ads

When you’re writing an advertisement for a newspaper column, another reason to use abbreviations is to save money, because you pay for every line you want printed!

Buying? Selling? Looking for a place to live? Or a soulmate?

G/G to share mod f/f t/hse with 2 guys u/30. N/S.

C/VAN 32’, own fac. rev cyc air cond, annexe furn. $10 000 ONO.

Prof 42 yo fin sec n/s, s/d, gsoh seeks f/ship then perm r/ship.

How can I work out what the abbreviations are short for?

Why not get a newspaper and read a whole lot of ads. You’ll get a feel for the language!

Can you work out these abbreviations? (You’ll notice there are no full stops in these abbreviations – more and more abbreviations are being printed without full stops.)

<table>
<thead>
<tr>
<th>G/G</th>
<th>C/VAN</th>
<th>fin sec</th>
</tr>
</thead>
<tbody>
<tr>
<td>mod</td>
<td>fac</td>
<td>n/s</td>
</tr>
<tr>
<td>f/f</td>
<td>rev cyc</td>
<td>s/d</td>
</tr>
<tr>
<td>t/hse</td>
<td>air cond</td>
<td>gsoh</td>
</tr>
<tr>
<td>u/30</td>
<td>furn</td>
<td>f/ship</td>
</tr>
<tr>
<td>N/S</td>
<td>ONO</td>
<td>perm</td>
</tr>
<tr>
<td></td>
<td>Prof</td>
<td>r/ship</td>
</tr>
<tr>
<td></td>
<td>yo</td>
<td></td>
</tr>
</tbody>
</table>

[Answers are on page 91.]

You’ll notice when you look at ads that people sometimes write abbreviations in different ways.

F/F
Fully Furn
F/Furn

Interested? Write your own ad in twenty-five words! Write one word or abbreviation in each box.

Chapter Thirteen
Do it Yourself:
Collecting other people’s mistakes

1. What Australian abbreviations do you use?
   - ‘arvo’.
   - ‘fooey’ – or is that ‘fookie’?

2. Look around you at signs and notices. It’s not unusual to see apostrophes in the wrong place. How many examples can you find? Look for other spelling mistakes too.

   - **DO’NT PARK HERE**
   - **TOMATOES’ $1.20 KG**
   - **FRESH SPINNICH $1.29**

3. Do you know what an acronym is? New acronyms are always appearing (and sometimes disappearing!) Some are listed below. What words do they stand for? Can you find any others?
   - **snag**
   - **AIDS**
   - **dinky**
   - **Qantas**
   - **Anzac**
   - **sensitive new age guy**

4. Collect classified ads that interest you. Do you recognise all the abbreviations? If not, see if you can work them out with some help from your learning partner.

   - **LADY 25, sgle mum not into pubs, sks a gent with view to rel. Box no. 4122.**
   - **BARGAIN Bluebird 82, stn wgn, man, no rust, vgc, $1500 ONO. Ph. 2123 6199.**
   - **BEDROOM SUITE White with gold trim, b/head with 4-drwr side tables, dressing table with drwrs, 3 w/robes, exc cond $400 ono. 245 8777 BH.**

[Answers are on page 91.]
chapter 14
FOURTEEN

SELF ASSESSMENT

What can you do now that you couldn’t do when you started working on this book?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>yes</th>
<th>I need more practice</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can have a go at spelling new words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I know some rules.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I can use memory strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I keep a spelling notebook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I can use spelling checkers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I’m reading more.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I’m writing more.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I understand more about English spelling and where words come from.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What advice would you give these people?

1. I don’t know when to use double letters . . . like in ‘spitting’.
2. I get annoyed because English words aren’t spelt the way they sound – there’s no system!
3. There are just a few words I can never remember, like ‘separate’ and ‘necessary’.
4. My handwriting looks so awful! What with that and my spelling, I never bother writing.
5. Yeah, I’m enjoying this book, but I think I need heaps more practice.

[Suggested answers are on page 91.]
Here's my problem. I still get muddled with word endings sometimes...

...like 'te' and 'al' – why is it 'table', but 'normal'?

Well, again, this is where looking at the meaning and how the word is used can help.

Sort these words into nouns and adjectives, and you'll see a pattern.

<table>
<thead>
<tr>
<th>Nouns (naming words)</th>
<th>Adjectives (describing words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>legal</td>
<td></td>
</tr>
<tr>
<td>vehicle</td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td></td>
</tr>
<tr>
<td>table</td>
<td></td>
</tr>
<tr>
<td>punctual</td>
<td></td>
</tr>
<tr>
<td>internal</td>
<td></td>
</tr>
<tr>
<td>bicycle</td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td></td>
</tr>
<tr>
<td>lateral</td>
<td></td>
</tr>
<tr>
<td>uncle</td>
<td></td>
</tr>
<tr>
<td>fanatical</td>
<td></td>
</tr>
<tr>
<td>circle</td>
<td></td>
</tr>
<tr>
<td>magical</td>
<td></td>
</tr>
</tbody>
</table>

There are exceptions to the pattern... words like 'hotel' and 'sandal'. And 'principal' can be a noun or an adjective... But it's a useful pattern!

Well, that helps... and what about 'able' and 'ible'...

...as in 'incredible' and 'possible', and 'measurable' and 'taxable'?

Look, this book can't cover every possible rule.

But I want to know!

Thank goodness!

OK, if you're a person who likes rules there are plenty of books around which give lots of rules. You could hunt them down!

And if you don't like too many rules, just work out which 'ible' and 'able' words you want to remember, and use a strategy – maybe exaggerate the sound when you think of them.

Just remember that for every rule there are usually a few exceptions!

sensible is like sensitive
Well, I like rules – it certainly helps me to know that suffixes are predictable.

Well, rules and patterns can be useful.

Hey, that's another rule!

'Useful', 'careful' and 'hopeful' only have one 'i', but it's 'usefully', 'carefully' and 'hopefully'.

Yes, that's a good one to remember. But some rules are a bit more complicated...

And '-ent' or '-ant', and '-ence' or '-ance'.

Like when to use '-er' or '-or'...

actor
teacher
inspector
lecturer

I'll look in some more spelling books!

I'll just remember the words I need!

importance
elocution
intelligent
significant

AND YOU?

**Compound Words**

Sometimes you know more about spelling than you think...

You want to write 'overdue book'. To spell 'overdue', think of the two words that have been combined.

'Overdue' is a compound word. That means it's a word made by joining two or more words together. To spell a compound word, think of the parts you already know. You can make word steps like the one on the right.

Try this word step! Start from the bottom.

__________________________ (goes on the table)
__________________________ (where you work)
__________________________ (domestic chores)
green____________________ (a place to keep plants)

**tablecloth**

**timetable**

**playtime**

**roleplay**

**is it 'milkshake', 'milk-shake' or 'milk shake'? Look out for variations!**

[Answers are on page 91.]
Blended Words

What about a word like ‘ginormous’?
That’s not a compound word, is it?

No, the original two words have been blended.

Gigantic + Enormous = Ginormous

‘Ginormous’ is a blended word. With blended words two or more words are joined together, just like in compound words. But the difference is that in blended words bits are taken out too.

Breakfast + Lunch = Brunch
Sea + Food = Seafood

Which words were formed by blending these words?

Motor + Hotel
Breath + Analyser
Motorcycle + Crosscountry

Simultaneous + Broadcast
Television + Marathon
Smoke + Fog

You can probably think of a lot more words like these!

Of course, words like ‘ginormous’ come from spoken language – we don’t often write them down.

Sometimes there’s no agreement when they are written down.

That’s cappuccino for kids!

With words like these, we’re in the same situation as 200 years ago – when words were first put into a dictionary. That was when a standard spelling started to be used, but it still took a long time for people to agree on which spelling was the standard!

Use the space below to write down some slang words you use. Look to see if they’re in the dictionary yet. Are they old words with new meanings, or new words?

Wicked? You mean it’s bad?
Do it Yourself:
Looking out for new words

1. How would you remember these common homophones?
   - stationary
   - stationery
   - principal
   - principle
   - caught
   - court

   I think of a stationary car, then I think of paper and stationery.
   Are there other homophones you want to remember?

2. Collect some compound and blended words, especially new words. (Look at names of businesses – they can be very clever examples of compound or blended words!)

3. Play some more word games – whatever appeals to you.

4. If you have younger sisters or brothers, or kids of your own, look at their writing and how their spelling is developing – it’s fascinating! You might notice that they try to spell words the way they sound, or miss out vowels. Sometimes they over-apply a rule they’ve learnt (for example, they’ve learnt ‘boxas’ so they write ‘dogses’).
Simplified Spelling

Good spotting! You know, product names and shop signs often have this simplified spelling.

It's a bit of an eyecatcher - and it saves space!

But you can't use this kind of spelling in other situations, can you?

How would you normally spell the words below?

MOZZIE-GARD  HI-LITE
NITEWEAR     LO-COST
RITE-WAY     LITE BIX
PANTZ        BI-BEST
KIDZ SOX      DIET DELITE

Can you think of other examples of simplified spelling?

[Answers are on page 91.]

New
Word plays: 'INXS', 'U2'
Words about new technology: 'bits', 'bytes'

Going out
Gender-specific words: 'actress', 'chairman', 'manhole'

It's always good to keep on looking at language . . . What's new? What's on the way out?
If you were writing a dictionary, which words would you like to simplify?

<table>
<thead>
<tr>
<th>Old spelling</th>
<th>New spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OK, here’s one of my recommended spelling changes... ‘infekshus’ instead of ‘infectious’.

Yeah, but then you’d lose the connection with ‘infect’ and ‘injection’.

Mm... I suppose so. But that ‘-us’ sound really bugs me.

Here we go again... You can look up the rules or work out some strategies!

The ‘-us’ ending is usually found in nouns - words like ‘terminus’, ‘circus’ and ‘focus’.

The ‘-ious’ ending is usually found in adjectives like ‘spacious’, ‘anxious’, ‘infectious’.

OK, OK! I get it!

AMERICAN SPELLING

What about American spelling? I’ve noticed they spell some words wrong - like ‘color’, ‘center’ and ‘traveling’.

Well, for them it’s not wrong. It’s right, of course!

This is historical again. When Webster compiled his American dictionary, he simplified some spellings.

You’ll have noticed these American spellings if you read American magazines or books. What is our spelling of the words in the table?

<table>
<thead>
<tr>
<th>US spelling</th>
<th>Our spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>humor</td>
<td></td>
</tr>
<tr>
<td>color</td>
<td></td>
</tr>
<tr>
<td>center</td>
<td></td>
</tr>
<tr>
<td>estrogen</td>
<td></td>
</tr>
</tbody>
</table>

Do you know any other examples of American spelling?

[Answers are on page 91.]
Use the highlighted part of each word above to complete these sentences. Do you know any other words that come from people's names or from places?

1. Julius’s mother died in childbirth and he had to be cut from her body.
2. Louis developed a method of boiling to sterilise.
3. The Earl of was so busy gambling, that he didn’t have time for meals. Instead, he ordered a slice of meat between two pieces of bread.
4. Louis went blind at the age of three but went on to develop a reading system for the blind.

DID YOU KNOW?

Did you know that words like sandwich, braille, caesarian, and pasteurise are all derived from people's names or places?

STRATEGY CHECKLIST

Here is a list of questions good spellers ask themselves. Now you've tried all these strategies, tick the ones you're using regularly.

- Do I know words that follow the same pattern? e.g. ‘night’ looks like ‘bright’
- What are the parts that will be hard to remember? e.g. the ‘au’ in ‘because’
- Are there words with related meaning that could help me? e.g. ‘signature’ comes from ‘sign’
- Does sounding out the word into syllables help? e.g. port-fo-li-o
- Can I:
  - use a visual memory strategy? e.g. picture a cup hanging under a board to remember ‘cupboard’
  - use an auditory memory strategy? e.g. say ‘cup-board’ to remember ‘cupboard’
  - use a mnemonic? e.g. remember ‘Put the cup in the cupboard’ to remember ‘cupboard’
- Is there an interesting origin to the word? e.g. the ‘h’ in ‘ghost’ was added by Dutch printers
- Are there words inside words? e.g. ‘ran’ in ‘guarantee’
- Are there prefixes or suffixes that I could remember are always spelt the same way? e.g. ‘ment’ as a suffix in ‘excitement’
- Could I:
  - ask someone?
  - use a dictionary?
  - use a spelling checker?
  - write the word several ways to see which spelling looks right?
- Is there a rule I could use? e.g. the doubling rule to form ‘winning’ from ‘win’?
Do It Yourself:

What's next?

How do you feel about spelling now?

I feel confident. I'm pleased with my progress. I want to carry on, on my own.

What's next?

Remember to keep writing. You might want to do a creative writing course, write a story for a child, or learn word processing or calligraphy. To keep up your interest, read the language column in the newspaper, join a book club, or treat yourself to a year's subscription to your favourite magazine.

I feel quite confident - but I still need heaps of practice!

What's next?

How about revising sections of this book, or doing more crosswords and word games. Try to make writing fun, not a chore.

and, of course

Congratulations on your persistence! persistence!

How would you remember this?

Good luck.

I don't feel too brilliant - I've got to admit I didn't make much effort.

What's next?

You might want to talk to a counsellor about learning difficulties - find someone who specialises in this area. There are lots of people who have found ways to overcome these difficulties with language!
Chapter 1

Page 4
From right to left: glass contains beer, only one rung on chair back, reversed umbrella handle, hat vanished behind door, number on door opposite changed, extra 'z' emerging from sleepwalker's mouth, thicker stripe on his pyjama top, smaller handle on jug, burnt candle, deeper pelmet on curtain.

Page 5

Dear Nan,
Just writing to let you know that my birthday present arrived safely. I was thrilled, because I've been pestering Dad for a new watch for ages!

Page 7

Dear Mr Plowrie,
I am returning your cheque for $75.15 as the amount owed is $175.15. Please send you send the correct amount before the end of February.

Chapter 2

Page 8
1 school 2 circle 3 gourmet 4 night 5 ghost

Page 10
End with 'ight': flight, bright, fight
Contain 'ch' that sounds like 'k': technical, mechanic
Begin with 'gh-': ghetto, ghastly, ghoulish
Begin with 'c' that sounds like 's': centre, cinema, cell
Have the French 'et' ending: ballet, buffet, valet

Page 11
French: chef, boutique, champagne, restaurant

Japanese: sushi, judo, kamikaze, kimono
Spanish: siestas, patio, guitar
Australian Aboriginal languages: bunyip, boomerang, kangaroo
German: blitz, waltz, hamburger, kindergarten
Russian: vodka, sputnik

Chapter 4

Page 20
1 2 3 4 5

Page 22 (suggestions only)
Exciting:
'The exit isn't exciting.'
'Excite' [ME. excite(a), from L. exciter, frequentative of excito, call forth, rouse]

'Christmas is exciting.'
exceed, except, excess

Birthday:
birth, birth, birth probably from Old Norse 'byrth'
'Do birds have birthdays?'
'His first birthday'

Chapter 5

Page 27
Madagascar: mad, ad, Ada, dag, gas, as, scar, car
amateur: am, ma, mat, mate, ate
miniature: mini, in, at
disappear: is, sap, appear, pea, pear, ear
kerosene: 'kero'. Eros, rose
reputable: rep, put, te, tab, table, able
colonel: colon, lone, one
vegetable: get, ta, table, able
misdeemeanour: is, demean, demeanour, me, mean, an, no, our
suitable: suit, it, ta, table, able

Page 28
night 1; cinema 3; muscle 2; centimetre 4; peace 1; medicine 3; spell 1; scientific 4; gym 1; aboriginal 5; gourmet 2; three 1; alphabetical 5; married 2; children 2
Dear Cathy,
I can't meet you tomorrow, but how about Wednesday - opposite the cinema at 7 after work? Please bring my umbrella - I left it in your car.

Rinda

Chapter 6
Page 33
The History of Space Travel
Sherlock Holmes: The Case of the Dancing Bees
Survive the Savage Sea
A Fortunate Life
Spotlight on the Olympics

Page 34
'ah' sound (as in 'cat', 'hand', 'bank')
'eh' sound (as in 'leg', 'men', 'tent')
'ir' sound (as in 'bit', 'bill', 'win')
'ah' sound (as in 'top', 'hot', 'job')
'uh' sound (as in 'bus', 'cut', 'rubbish')
'oo' sound (as in 'put', 'pull', 'push')

Chapter 7
Page 38
longer

Page 39
1 Yesterday was the hottest day for thirty-five years.
2 One of my favourite hobbies is wining and dining.
3 Have you heard the latest news about the unfortunate driver who ran over the speed camera instead of stopping?
4 I must stop eating chocolate. I'm getting fatter and fatter.
5 He stripped off to reveal his striped underwear.
6 Bisudo washes whiter!

Chapter 9
Page 51

Chapter 10
Page 56
1 serious
2 anticipates
3 earned
4 sore

knives, gnome, scissors, chrysalis, wrench, photocopying, rhinoceros, Thailand, wreath
Page 57
four—→for, review—→revue, see—→see, through—→threw, you’re—→you are, pleased to—→pleased to, it’s—→its, way—→told, so—→so

Greek
polítikos (= civil or political): politics, political, politician, politisce

techni (= art or skill): technical, technician, technique, technology,
tele (= from a distance): telephone, television, telematics, telegraph, telepathy
hydro (= water): hydroponics, hydrophobia, dehydrate, rehydrate, hydraulic

Page 58
first—→first
lead—→led
there—→the
three, tow—→two
buy—→by

Page 59
Less common spellings for the 'ar' sound
heart, aunt, laugh, sergeant

Less common spellings for the 'er' sound
‘or' spelling: worm

Other spellings: learn, earth, earn, journey, were

Less common spellings for the ‘or’ sound
‘or’ spelling: ward
Other spellings: your, four, board, bought, court, door, you’re

Page 60

Page 61
family 7; syllables 4; word origin 5; rule 6

Page 62 (suggestions only)
Latin
scriptum (= write): scribble, inscribe, manuscript, inscription, description
locus (= place): location, local, locate, locum, locomotion, locomotive
rota (= wheel): rotation, rotate, rotor, Rotary, rotator
primi, primo (= first): primary, primate, prime, primeval, primitive, primordial

Page 64
1 Tell me abo_u! one of your recurring dreams.
2 How do you pronounce ‘epitome’?
3 You’ll need a pru_u er drill for that job.
4 I love freshly gru_u nd coffee.
5 There was a huge cru_u d at Saturday’s game.
6 I know h_o_u to spell ‘Wednesday’.

Page 65

Chapter 11
Page 66

Page 67

Chapter 12
Page 69
witches, buses, burgers
berries, ways, trolleys, flies

Page 70
tripped, waded
cried, strayed, applied, employed

Page 71
freedom
payment
voltage
artist
protection
kindness

Chapter 13
Page 73
1 Look at those guys over there! They think they’re so cool with their sunglasses.

Page 74
2 Hummingbirds use their long, thin bills to get nectar from flowers. They’re flying experts and are interesting for their ability to fly backwards.
Page 74
1 It's never too late to learn something new.
2 If you add too much green mulch to your garden, the soil may become too nitrogenous.

A rainforest frog produces poison under its skin to ward off other animals. Some rainforest tribes tip their arrows with the same poison. It's collected by roasting the frog gently and then collecting its sweat.
2 The rafflesia is a plant which grows on the forest floor in parts of Asia. Its flowers – up to 1 metre across – are the biggest in the world.

Page 75
1 PLEASE DON'T SMOKE IN HERE
2 FRESH CARROTS 79c
3 The female spider devours its mate.
4 It's a great way to go!
5 WHOSE CAR – MY CAR!
6 Who's been eating my porridge?

Page 76
i.e.: id est (that is)
e.g.: exempli gratae (for example)
vs.: versus (against)
etc.: et cetera (and other things)
p.m.: post meridian (after noon)
.a.m.: ante meridian (before noon)

Page 77
G/g Girl/Guy
mod modern
ff Fully Furnished
th/she town house
u/30 under 30
N/S non-smoker
C/VAN caravan
fac facilities
rev cyc air cond reverse
cycle air conditioning

Page 78
snag: sensitive new age guy
AIDS: Acquired Immune Deficiency Syndrome
Dinky: double income no kids yet
Qantas: Queensland and Northern Territory Aerial Services
Anzac: Australian and New Zealand Army Corps

Chapter 14
Page 79 (suggestions only)
1 Remember how silent 'e' or magic 'e' makes a short vowel long... you need the double 'i' in 'splitting' to keep the vowel short.

Page 80
Nouns (naming words): vehicle, table, bicycle, uncle, circle, apple
Adjectives (describing words): legal, normal, punctual, internal, lateral, magical, fanatical

Page 81
placemat workplace
green house

Page 82
motel breathalyser
crash pad simucast
telethon snog

Page 84
MOSQUITO-GUARD NIGHTWEAR RIGHT-WAY (OR WEIGH?) PANTS KIDS' (CHILDREN'S) SOCKS HIGHLIGHT LOW-COST LIGHT BISCUITS BUY-BEST DIET DELIGHT

Page 85
humour, colour, centre, oestrogen

Page 86
1 Caeser
2 Pasteur
3 Sandwich
4 Braille
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Other features:
- the book offers a structured spelling program for a range of learning contexts, including the classroom and independent study
- each chapter contains a week’s work with independent activities as follow-up
- it is flexible enough to be used with any English program and with courses of different lengths.

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Maureen Hague and Clare Harris are both very experienced teachers of English language and literacy. They have also written a number of widely used texts in this area.

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