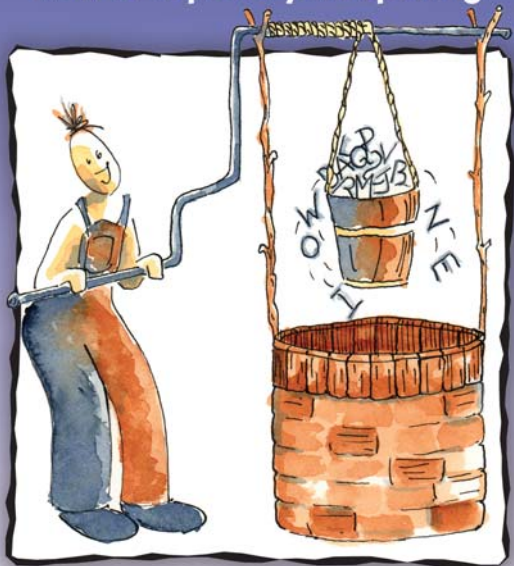


Spelling Well

How to improve your spelling



Bronwen Hickman

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How to improve your spelling

by
Bronwen Hickman

Illustrations
by
Elaine McGrath

Published by

The logo for CAE press features the letters 'CAE' in a bold, sans-serif font, followed by the word 'press' in a smaller, lowercase, italicized sans-serif font. A thin, curved line arches over the 'CAE' text.

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Spelling Well
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Bronwen Hickman

Illustrations: Elaine McGrath

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Contents

	Introduction	v
	List of special terms	vii
1	The basics	
	The long and the short of it – vowel sounds	3
	Adding endings:	
	long vowel sounds	6
	short vowel sounds	8
2	Changing y to i	
	Building on words that end in y	15
	Getting plurals right	19
3	Apostrophes	
	When letters are left out	23
	The possessive	25
	Where belonging is built in	29
4	Joining together	
	Compound words	37
	Fore- and for-	40
	One word or two	43
	Joining short words that end with l	46
	Prefixes and suffixes	48
	Coming to a good end	52
5	Choosing the right word	
	They're, their, there	61
	To, two or too	63
	Where, wear, we're, ware, were	65

6	Reason it out	
	Thinking about word meaning	69
7	Word families	
	Form words	81
	Jour words	82
	Cand words	83
	Hope words	84
8	Memory joggers	
	Problem pairs	88
	Making silent letters speak up	89
	Word games	89
	Store the sound in your mind	89
9	Getting the most out of the dictionary	93
	List of helpful books	97
	Answers to exercises	99

When you learn English, you take on a family of languages. The original Anglo-Saxon is responsible for our most basic words — 100 out of 100 on the 'Most Popular Words' list. Then there is French — originally imported by William the Conqueror in 1066; extra shipments have been arriving ever since. There is Latin; the Roman legions did a great job in Britain with well-built roads and fancy plumbing, but Renaissance scholars proved that, where introducing a language was concerned, the pen was truly mightier than the sword. There is Greek too. Greek words travelled the world with the conquering Roman armies and were giving European scholars ideas back in the Middle Ages. It was a habit that took on; when Alexander Graham Bell perfected his new gadget in 1876, he gave it a name as Greek as you can get — telephone.

As if all these were not enough, over the past few hundred years words from all over the world have been added, making English a truly multicultural language.

Spelling English well involves dealing with the different language groups. There are reasonable and knowable techniques to make the job easier, and this book offers some of them.

I owe a considerable debt to the work and scholarship of Elsie Smelt, a former colleague at the Council of Adult Education, who contributed a great deal to our understanding of the structure of English, and who was generous with her time and her insights to many students, and to me.

I hope this book will help to make the writing of English more accessible and more enjoyable, and give some idea of the pleasure that is to be found in such a rich and beautiful language.

Bronwen Hickman,

Melbourne, 2005.

List of special terms

Adjective: It describes a noun. In **the beautiful day**, the noun is **day**, and the adjective is **beautiful** because it describes the day. More examples: the **hungry** elephant; the **tall, dark, handsome** man.

Adverb: It tells us about the verb. In **He ran quickly**, the verb is **ran**, and **quickly** is the adverb because it tells us how he ran.

Apostrophe: This mark (’), the apostrophe, shows (1) that some letters have been left out – when we write **I can’t** for **I can not**; or (2) that something belongs to someone – **John’s book**, **the child’s future**. For more about apostrophes, see Chapter 3.

Bold print: Heavy print like this.

Compound words: Where two (or more) words are joined to make a different word: **clockwork**, **birthday**, **carport** are compound words. For more on compound words, see Chapter 4.

Hyphen: the sign (-) which is used to link words together, as in **mother-in-law**, **neo-colonial**, **pre-loved**. It is also used at the end of a line when there is not enough space to write the whole word. The hyphen is a reminder that the two separated parts belong **together**.

Italics: *Sloping print like this.*

Noun: The name of a person, place, thing, idea, feeling etc. If you can put **a** or **the** in front of it, it will be a noun: the **man**, a **village**, the **hatred** I feel, the **love** of a child.

Plural: More than one. **Cats** is a plural noun.

Possessive: This is a word which shows ownership. It might be a possessive pronoun, taking the place of a noun (That coffee is **hers**) or a possessive adjective, used with a noun (No, it’s **my** coffee; It is **their** choice).

Prefix: A piece added to the beginning of a word, as in **submarine**, **interstate**, **dislocate**, **misinformed**, **resale**, **construction**, **destruction**. For more about prefixes, see Chapter 4.

Preposition: This is a signpost word. It points us towards a place, a person, or (in the case of **to**) an action: He slept **under** the bridge; he gave the book **to** Helen; the pot of gold **at** the rainbow’s end. For more on prepositions, see Chapter 5.

Present tense: Tense means time. A sentence which is in the present tense talks about now. For example, **She is here with me** is in the present tense.

Past tense: A sentence in the past tense is talking about something which is over, or in the past because it happened yesterday or ten years ago, for example. **He telephoned me when the accident happened** is in the past tense.

Pronoun: A pronoun takes the place of a noun: **I, she, he, they, we, us, it**, etc.

Sentence: This is a complete idea which makes sense on its own and ends with a full stop: **The man went home.**

Singular: One of something. For example, **cat** is a singular noun.

Suffix: A piece added to the end of a word: **asking, hopeless, workable, thankful**. For more about suffixes, see Chapter 4.

Syllable: Part of the word pronounced without interruption and containing only one vowel sound. For example, **bay** has one syllable, **straight** has one syllable, **infidelity** has five syllables (in-fi-del-i-ty).

Third person: In grammar, the person who is speaking is said to be the first person (I); the person being spoken to is the second person (you); anyone else is the third person (he, she, they).

Verb: A doing word. For example, **jump, speak, climbs, walking, talked** are verbs. A verb can also be a **being word** — that is, when a person or thing is not acting, just being something. For example, **is, was, are, am** are verbs.

Vowels and consonants: The word **vowel** is used in this book to describe the letters **a, e, i, o** and **u** and their sounds; the remaining 21 letters of the alphabet are called **consonants**.

Vowel sounds — long: These are the sounds you hear in **hate, heat, hike, hope, huge**. They are sometimes shown with a mark \sim over the vowel sound: **hāte, hēat, hīke, hōpe, hūge**.

You can read about short and long vowel sounds in Chapter 1 — The basics.

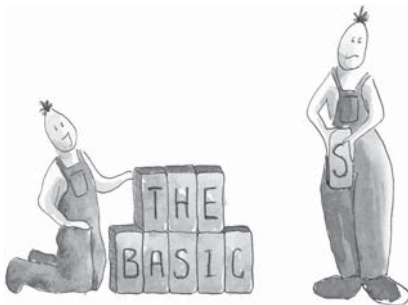
Vowel sounds — short: These are the sounds you hear in **bag, beg, big, bog, bug**. They are sometimes shown with a mark \breve over the vowel: **bāg, bĕg, bĭg, bōg, būg**.

This unit looks at:

The long & short of it – vowel sounds

Adding endings:

- long vowel sounds and endings
- short vowel sounds and endings



The long and the short of it — vowel sounds

3

There are simple spelling rules — about dropping the silent **e** and doubling letters — which depend on an understanding of the difference between short and long vowel sounds.

The five vowels — **a, e, i, o, u** — can all be said as short vowel sounds or as long vowel sounds, and they are used regularly in our words in these two ways.

The short vowel sounds are the sounds you hear in:

bag, beg, big, bog, bug. The mark **˘** over the vowel — **băg, bĕg, bĭg, bŏg, bŭg** — shows it is a short vowel sound.

The long vowel sounds are the sounds you hear in:

hate, heat, hike, hope, huge. The mark **ˉ** over the vowel sound — **hāte, hĕat, hīke, hōpe, hūge** — shows it is a long vowel sound.



Look at the words in the left-hand column. Say them and listen for the vowel sound. Now read the words in the right-hand columns and choose the one, from each group of three, which has the same vowel sound:

EXAMPLE

bait	bat	<i>fate</i>	bit
sit	site	bed	<i>bit</i>

EXERCISE

rat	rate	sat	straight
lone	line	belong	zone
may	stray	me	man
thin	fine	wild	think
hop	slope	flop	hope
store	stir	storm	stop
hand	thank	hard	hoard
bent	been	bond	sent
hug	huge	rug	rag
line	fine	lint	hone

**NOTE**

If you have trouble matching these sounds, you may have difficulty with Exercise 2 because it relies in part on your being able to hear the difference between the short and long vowel sounds. But there are other ways. Look for the patterns of the words (in Exercises 4 and 5, for example) — see how the short vowel sound words are usually vowel-consonant-vowel: c-a-t, b-u-g, etc. — and the long-vowel-sound words have two vowels to make the sound. You can concentrate on these patterns — on the **look** of the word — rather than on the sound. (Of course, it's handy to be able to do both.)

For more practice of the relationship of letters and sounds, and for short and long vowel sounds, see the list of helpful books at the back of this book.

Below are some words with short vowel sounds and some with long vowel sounds.

Pick out the words with short vowel sounds and put them into one of the five columns in the Short Vowel Sounds box; for example, **hut** goes into the last column, under **u**. Put all the words with long vowel sounds into the Long Vowel Sounds box. The first one is done for you.

hut	brave	hunt	bash	set	thick	green
pale	think	vote	cove	mint	huge	glut
hot	base	will	plan	chute	seal	pit
file	feel	splint	get	pat	fill	hive
pile	crop	pot	plank	bone	peck	hung

Short vowel sounds

a (as in bag)	e (as in beg)	i (as in big)	o (as in bog)	u (as in bug)
				<i>hut</i>

Long vowel sounds

a (as in hate)	e (as in heed)	i (as in hike)	o (as in hope)	u (as in huge)
<i>brave</i>				

Adding endings

When you add endings like **-ing** and **-ed** to words, you must make sure that the meaning of the original word is still clear. To keep the sound of the original word, you must keep the pattern of letters that creates that sound. Think about this when you consider whether to double letters, as in **hoping** or **hopping**.

Long vowel sounds

These are the sounds in **hate, heat, hike, hope, huge**.

In words of one syllable, it takes two vowel letters to make the long vowel sound. They can be two together, as in **heat, green, boat**, or there may be one vowel, then a consonant, then a silent **e** — as in **bare, chute, hive**.

This second pattern is the regular one; it is far more common than the one with two vowels together, and it is the basis for the guideline about doubling letters.

The silent **e** has an important job to do. It doesn't have a sound in its own right (we hardly ever sound a lone e on the end of a word — **apostrophe** is one case where it happens). It is there to ensure that the sound of the vowel that comes before it is a long sound — **hōpe** not **hōp**.

If another vowel comes along to do the job of making the middle vowel long, the **e** is not needed any longer, so in **hoping** the **i** does the job of the silent **e**, and the **e** can be dropped.

So when you add an ending that starts with a vowel, such as **-ing, -ed, -er, -ish, -en, -y**, drop the silent **e**. (The letter **y** is listed as a consonant, but it behaves like a vowel sometimes. See Chapter 2 for more details.)

Practise adding **-ed** to long-vowel-sound words by changing this present tense story to the past tense — that is, imagine that it happened last week, and not today. This means changing all the words in **bold** type (which are verbs) to past tense — usually by adding **-ed**, or, if the **e** is already there, just **d**.

**NOTE**

There are a few unusual ones — for example, **says** becomes **said**, **see** becomes **saw**.

I **phone** my mother and **ask** her about the cake. She **says** her neighbour, Edna, **bakes** cakes every day now. Edna and her sister-in-law **fill** orders for the local shop and **complete** and **ice** a wedding cake every week. They **decorate** them with royal icing and **recreate** the colour schemes of the brides. I **bake** sometimes, but I **like** people to eat my cakes straight away; if they **gaze** at them for long, I **imagine** they **see** all the mistakes I **make**.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Short vowel sounds

These are the vowel sounds in **bag, beg, big, bog, bug.**

When you add endings that start with a vowel (like **-ing, -ed, etc.**), words with short vowel sounds have to be treated differently from those with long vowel sounds, to avoid the **hoping/hopping** problem.

I am **hoping** to visit my mother soon.

I am **hopping** to visit my mother soon.

Before the vowel comes along which would lengthen the sound, an extra consonant goes in — a kind of sound barrier — so that a different pattern is created. The extra consonant is the doubled consonant letter.

We start with **hop**: we can't just add **-ing** or we'd have **hoping** — the wrong word. We have to change the pattern. Solution: double the letter **p** — **hopping**.

The long vowel sound pattern is vowel-consonant-vowel

h	o	p	e	n	g
	v	c	i	v	

The short vowel sound pattern is vowel-consonant-consonant-vowel

h	o	p	p	i	n	g
	v	c	c	v		

NOTE



There is usually a reason for doubled consonants. They often occur when bits have been added to words. It is always wise to check the spelling of a word in a dictionary, but if you can't, remember this: if you don't know a reason to use a doubled consonant, don't put it in. In other words, **IF IN DOUBT, DON'T DOUBLE!**

All the words below have short vowel sounds. Practise the rule by adding **-er** to them (you will need to double the last consonant each time).

EXAMPLE

hot *hotter*

EXERCISE

- 1 bat _____
- 2 hit _____
- 3 wet _____
- 4 dig _____
- 5 jog _____
- 6 win _____
- 7 dim _____
- 8 nag _____
- 9 fit _____
- 10 gun _____
- 11 tan _____
- 12 sit _____

More practice with the doubled-letter rule. Add either **-ing**, **-ed** or **-er** to each word shown in **bold type**, so that each sentence makes sense.

EXAMPLE

His mother **pegged** his **running** shorts on the line.

EXERCISE

- 1 As she **pat**_____ the dog, its tail was **wag**_____ with pleasure.
- 2 The **jog**_____ was **run**_____ around the sports ground.
- 3 The **bat**_____ hit the ball and ran to first base.
- 4 He was **hop**_____ on one foot just before he **tip**_____ over.
- 5 They were using a mechanical **dig**_____ for **dig**_____ up the road.
- 6 Ducks have **web**_____ feet which help them when they're **swim**_____.
- 7 The girl went to the dressmaker for a **fit**_____ of her dress, **hum**_____ a tune as she went.
- 8 The light was **dim**_____ than I had expected.
- 9 He yelled when he **jam**_____ his finger in the door.
- 10 He **bat**_____ quite well, but he was struck out.
- 11 He sat watching TV with his head **nod**_____.
- 12 Open the packet by tearing across the **dot**_____ line.
- 13 The **win**_____ raced across the finishing line just ahead of his rival.
- 14 At the celebration, you could hear champagne corks **pop**_____ all around the room.
- 15 After six weeks on the diet, he was considerably **thin**_____.
- 16 The rain was **wet**_____ her hair and taking out the curl.

**NOTE**

If a short-vowel-sound word already has two consonants at the end, there is no need to double. So — think, **thinking**; fill, **filling**; bend, **bending**; wind, **windy**; milk, **milked**.

Some short-vowel-sound words are written like long-vowel-sound words, that is, with two vowels together — for example, **head**, **threat**. Treat them according to the rule for two-vowels-together words — and write **heading**, **threaten**, with no doubled letters.

In this exercise, there are spaces for pairs of words with either short or long vowel sounds. Complete the words by adding one letter (for a short-vowel-sound word) or a consonant and silent **e** (for a long-vowel-sound word).

EXAMPLE

My **mate** Spot was asleep on the **mat**.

EXERCISE

- 1 He wore a **ca**_____ and his **ca**_____ because the weather was so cold.
- 2 I **ha**_____ having to wear my school **ha**_____.
- 3 The **fi**_____ of the shark was seen on the first **fi**_____ day, so there were a lot of people in swimming.
- 4 The boat **ro**_____ the waves well, but my fishing **ro**_____ broke.
- 5 I was **ma**_____ about having **ma**_____ the mistake.
- 6 Do you **pla**_____ to go to Perth by **pla**_____?
- 7 The polar bear **cu**_____ was playing with a **cu**_____ of ice.
- 8 The **hu**_____ from her **hu**_____ admirer nearly squashed her.
- 9 This chocolate is lovely — **bi**_____ a **bi**_____ off and taste it!
- 10 We'll get your foot treated at the First Aid Station — I **ho**_____ you can **ho**_____ that far.

Changing 'y' to 'i'

UNIT

2

This unit looks at:

Building on words that end in y

Getting plurals right



*The English long ago agreed
They hate to end a word with i,
So when the problem might arise
They add a tail, to make a y.
But tails belong on ends of things;
i drops its tail for tidiness
When it comes back to middle place
And goes about its business.
And letter i is very loath
To sit beside another i;
So if it seems there might be two —
The first one keeps its tail, as y.*

(B.H.)

A long time ago, it became the practice to put the dot on an i which came in the middle of a word and a tail on an i at the end of a word. Without these, the word could be hard to read.

infinite

The standard division of letters in the alphabet is 5 vowels and 21 consonants, and **y** is included among the consonants. But **y** is both a vowel — as in **body**, **busy** — and a consonant, as in **yes**, **yellow**. The **y** at the end of a word can have a short i sound — listen to it in **jelly**, **happy** — or a long i sound, as in **try**, **rely**, **identify**. In both cases this letter **y** is a letter **i** in disguise.

As a general rule, when the letter **y** moves to the middle of a word, it drops its tail — for example, **marry**, **marriage**; **happy**, **happiness**. The letter now appears as an **i** with a dot, as is normal for it in the middle of a word.

Two guidelines to remember when you add something to a word ending in **y**:

- 1 If the letter before the **y** is a consonant, drop the tail of the **y** to make it an **i**, then add the ending — for example: **lady**, **ladies**; **carry**, **carriage**. But we do not write two **i**'s together in English (unless you count the word **ski-ing** and a few foreign words like **Hawaii**, **Shi-ite**, and some Latin plurals), so keep the **y** in **denying**, **trying**, etc. For example: **dry**, **dries**, **drier**, **dried**, but **drying**.
- 2 If the letter before the **y** is a vowel, leave it alone. The vowel and the **y** are making the vowel sound — as in **play**, **key**, **boy**, **buy**. Leave the **y** and add the ending — **playful**, **keying**, **boyish**, **buyer**.



NOTE

Sometimes the **y** makes a separate syllable, which can be clearly heard and **MUST** be written, for example, **defying**, **tidying**, etc. (The same spelling rule applies — never write two **i**'s together).

There are a few words that break the rule: **shy**, **shyness**, **shyly** (perhaps because of the danger of confusion with **shine**), and **dye**, **dyeing**, **dyled**, **dyes** (to change colour), to avoid confusion with **die**, **dying**, **dies** — about death.

Use the word in **bold print** to build a bigger word for the blank space.

EXAMPLE

The boy was **lonely**, and the *loneliness* was harder to bear when he watched the other boys with their friends.

EXERCISE

- 1 On the day she was to **marry**, she suddenly decided that _____ was not such a good idea.
- 2 You cannot expect to **carry** bulky luggage in the railway _____.
- 3 I am so **happy** — I wouldn't have believed such _____ was possible.
- 4 They decorated the room very **simply**, and the _____ only added to its charm.
- 5 Don't **worry** — you'll achieve nothing by being _____.
- 6 The girl was a real **beauty** — he had never seen anyone quite so _____.
- 7 Her mother told her to **tidy** her room, so she started work _____ it straight away.
- 8 The patient's **body** was thin and frail with illness, and her _____ functions had almost ceased.
- 9 We need someone we can **rely** on to be on time every day. The last receptionist was not at all _____.
- 10 The job wasn't **easy** at first, but after a few days it became much _____.

Use the word in **bold print** to build other words to fill these gaps.

EXAMPLE

satisfy 'That was a most *satisfying* meal — thank you!' said the customer, and he certainly looked *satisfied*.

EXERCISE

- 1 **play** The children were _____ with the puppy.
They _____ for hours, because he was such a
_____ animal.
- 2 **bury** I caught the dog _____ his bone in the garden.
He _____ it right under my new rose bush. He always
_____ things just where we don't want them.
- 3 **deny** 'It is no good _____ you were there — I saw
you!' said the headmaster. 'You _____ it before, and
Mr. Lewis saw you. I am getting tired of these _____. In
future, any boy who _____ going fishing, and is found
out, will be punished.'
- 4 **busy** Jamieson _____ himself with the papers for
the meeting. He was _____ than he had been for
days. The tea-lady was _____ herself with cups
and saucers, and the committee members were preparing for the
_____ of the day.
- 5 **study** He continued with his _____ for many years.
He _____ history and philosophy, and became known
to all his neighbours and friends as a very _____ young
man. He was still _____ when I met him years later.

Getting plurals right

19

To make the plural of a word that ends in **y**, look at the letter that comes before the **y**. If it is a vowel, leave it alone — the vowel + **y** make the vowel sound. Just add **s** to the word to make it plural:

one tray — two trays

one boy — three boys

one valley — several valleys

If the letter that comes before the **y** is a consonant, drop the tail from the **y** to make it **i** and add **es**:

one jelly — several jellies

one hobby — lots of hobbies

one variety — fifty-seven varieties



NOTE

This rule applies also to changing verbs. When a third party does the action, we add **s** or **es**: I try, he **tries**; you hurry, she **hurries**; I play, he **plays**.



1 variety



57 varieties

Turn the words in **bold print** into plurals or make them third person verbs — that is, imagine he or she does the action.

EXAMPLE

try to eat the **cherry**
tries, cherries

EXERCISE

- 1 **birthday** on the **holiday**

- 2 **boy** and girls acting in the **play**

- 3 **sentry** with the **key**

- 4 **carry** the books to the **library**

- 5 **factory** with tall **chimney**

- 6 ships anchored in the **bay**

- 7 **enemy** on the **balcony**

- 8 **puppy** asleep beside the **baby**

- 9 **lady** on **donkey** riding down into the **valley**

- 10 never **worry** about the bills.

Apostrophes

U
N
I
T

3

This unit looks at:

When letters are left out

The possessive

Where belonging is built in



The apostrophe (') has two jobs:

- to show that letters have been left out;
- to show that something belongs to someone/something.

When letters are left out

Most people join words together when they speak. They say, 'I'm in a hurry' or 'It's raining' rather than 'I am in a hurry' or 'It is raining'. This shortening and speeding-up process is fine for speaking, and can be used in informal writing, but it is discouraged in business letters and reports and must not be done in legal documents.

An apostrophe shows that words have been run together, and that letters have been left out. It goes over the spot where the letters are missing, **NOT** over the space between the words.

Example:

I do not know

OR

I don't know

(The apostrophe is in the space where the 'o' has been taken out.)

Sometimes the space and the vacancy come together:

Example:

I should have stayed in bed

OR

I should've stayed in bed

Here the missing letters (**ha**) and the space between the words come together. The role of the apostrophe is to mark the spot where the letters are missing.

Write these sentences again, joining the words **bold print** and putting in an apostrophe where letters are left out.

EXAMPLE

I **could not** go to town, so I **have not** bought a present.

I *couldn't* go to town, so I *haven't* bought a present.

EXERCISE

1 I **would have** waited for you if I **had** known you were coming.

2 I **can not** go to the match.

3 She says she **will not** do her biology homework.*

4 **They will** all be pleased to hear the news.

5 You **should not** have hit him so hard.

6 You **do not** get free hamburger vouchers any more.

7 I **would not** like him to see me now.

8 Six **does not** go into four.

9 I **will not** listen to you.*

10 You **should have** seen his face when I told him.

* **Won't** is an old form based on the Anglo-Saxon **wol** for **will**.

To show that John is the owner of a car, we take the name of the owner — John — and add on the idea of ownership, using an apostrophe and the letter **s**.

John has bought a new car.

John's car is a Toyota.

We use the same formula for other words: **the man's coat, the child's toy**.

If there is already an **s** at the end of the word — showing that there is more than one owner — we follow the same principle, and add an apostrophe after the owner's name: **several boys' boots** (the owners are several boys); **the girls' uniforms** (the owners are the girls). Since we do not say another **s**, we do not write one.

Sometimes there is more than one owner, but the plural is made without **s** — **men, women, children, people**. The principle is the same: write the owner's name, then add an apostrophe and an **s** because there isn't one already: **men's room; women's business; children's toys; people's choice**.

If a person's name ends in **s**, we usually say another **s**, so we write one: **James's friends; Ross's farm**.

How to be sure the apostrophe is in the right place

- Write down the name of the owner or owners first, then add the apostrophe.
- Add an **s** if there isn't one already — the boy's bike, Tom's wishes — or if it sounds like another one is needed — the princess's chauffeur, Tess's bike, the Jones's dog. No extra **s** is needed in — two boys' results, six girls' books.



NOTE

Don't be tempted to use an apostrophe when the **s** is there just to make a plural. In **the boys' books**, for example, don't use an apostrophe in **books**. The final **s** is there to make a plural; there is no possession in the word **books**.

In a few situations (like with single letters) an apostrophe does show plural: **mind your p's and q's; tell them all the do's and don't's** — but there is no need for an apostrophe with capital letters — ordered several PCs, bought some CDs.

Re-write these phrases using an apostrophe to show ownership:

EXAMPLE

the kennel of the dog

Re-write as: *the dog's kennel.*

EXERCISE

- | | |
|-----------------------------|----------------------------|
| 1 the burrow of the rabbits | 6 the nest of the birds |
| _____ | _____ |
| 2 the beard of the teacher | 7 the brooch of the lady |
| _____ | _____ |
| 3 the pets of the boys | 8 the toys of the children |
| _____ | _____ |
| 4 the fur of the kitten | 9 the hats of the ladies |
| _____ | _____ |
| 5 the choir of men | 10 the votes of the people |
| _____ | _____ |

**NOTE**

There are times when we can make the meaning clear without using an apostrophe. For example, we can (and do) say, **the oven door** rather than **the oven's door**.

These sentences need apostrophes to indicate both possession and missing letters. Add the apostrophes.

EXAMPLE

Bobs not coming. **Hes** working **Davids** shift.

Bob's not coming. *He's* working *David's* shift.

EXERCISE

- 1 Williams here. Hes brought his solicitor with him. Shes waiting in the foyer.
- 2 Whats she waiting out there for? Shed better come in.
- 3 Shes a bit hesitant about procedure. She isnt sure whats the best way to go.
- 4 Hes brought the statements, hasn't he?
- 5 Hes got his and hers and he said theres someone elses as well.
- 6 Have his colleagues done theirs?
- 7 I dont know.
- 8 Well have to check his fairly carefully — its got some problems, and I think its details need work.
- 9 Williams wifes statements not consistent with his. Somebodys got to look at that.
- 10 Oh well, well get to work on them all. Lets go.

his	he's
its	it's
your	you're
their	they're
whose	who's

The words in the first column are possessive — they show that something belongs to someone or something. So, **his book** might be used instead of **John's book**, for example.

He's or his?

He's means something quite different from **his**, although the sound is similar. The apostrophe (') gives the clue — something has been missed out. **He's** is short for **he is**, or sometimes **he has**. 'John is not here — **he's** gone out, and **he's** not coming back till after lunch.' (The first **he's** is short for **he has**; the second one is short for **he is**).

There is an easy test to see which word is the right one for a sentence: try putting in **he is** or **he has** instead, and if it makes sense then **he's** is what you need. If it doesn't, then **his** will be the right word.

EXERCISE

Choose the correct words for the spaces below

he's, his

Well, you know Fred — _____ got some strange ideas.

Of course, _____ entitled to _____

opinion, the same as the rest of us. Sometimes, when you talk to

him, _____ not too easy to understand, either - but I

think that's because he mumbles into _____ beard.

Anyway, whatever you think of _____ odd ideas,

_____ a good bloke!

Its or it's

The same advice applies to **its** and **it's**. The first one, **its**, is possessive — so when it is used in a sentence, it shows that something belongs to **it**.

The dog was in pain — I could see its leg was injured.

The apostrophe in **it's** shows that a letter (or more than one) has been left out. So, if the sentence would make sense with **it is** or **it has** in it, **it's** is the one to use.

EXERCISE

Choose the correct words for the spaces below

its, it's

The leather binding on this old Bible was beautiful once, but now _____ falling apart. Do you think _____ the original one? _____ purpose was to provide a protective covering for _____ contents, but _____ hard to see how _____ still doing that job. As you can see, _____ badly in need of attention, but I doubt if we can restore it to _____ original condition.

Your or you're

Your and **you're** follow the same pattern. The first one is possessive; the second one has an apostrophe to show that there is a letter missing — **you're** means **you are**.

EXERCISE

Choose the correct words for the spaces below

your, you're

You asked the question — now you have _____
answer! If _____ not satisfied, you can write a
letter of complaint. Address _____ letter to the
Manager. Of course, _____ crazy if you think
_____ letter will do any good, but this is a free country
and _____ welcome to try!

Whose or who's

The pattern is repeated for **whose** and **who's**. Whose is possessive — the next word will tell us what belongs to those unnamed people. **Whose book is that?**

The second one — **who's** — has something left out, as shown by the apostrophe. **Who's** means **who is** or **who has**.

Who's been stealing jam tarts?

I don't know who's to blame.

EXERCISE

Choose the correct words for the spaces below

whose, who's

_____ shoes are those? Well, it doesn't
matter _____ they are — they can't stay
here! What I'm wondering is — _____
going to do the cleaning up when I'm not here? I'm not
sure _____ job it will be, but the person
_____ responsible will certainly be kept busy!

Their and they're

To practise these words, go to Exercise 28.

Joining together

UNIT

4

This unit looks at:

Compound words

Fore- and for-

One word or two

Joining short words ending with l

Prefixes and suffixes

Coming to a good end



Whole words can be put together to make compound words. The meanings of the small words together usually give the meaning of the compound word.

EXAMPLES

moonlight — the light that comes from the moon;

afternoon — the time of the day that comes after noon
(the middle of the day);

cheekbone — the bone in the cheek.

Make some compound words by joining one of the words in the list at the side, to one of the words written across the page. The first one is done for you.

	body	thing	one	where
any	<i>anybody</i>			
every				
no				
some				

EXERCISE 18

Answer on page 102

See how many compound words you can make by joining any two of these words.

how for* when what where who there fore* ever

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

* for help with using for and fore, see Exercise 20.



NOTE

It is sometimes necessary to leave off a letter **e** to avoid having **ee** in a word, which would cause confusion. For example, in adding **-ed** to **bake**, to make the past tense, we leave off one **e** and write **baked**. The same thing happens in **wherever**.

Underline the compound words in this story. You will know you have a compound word if you can separate it into two words which make sense on their own.

One afternoon last week, we planned a special birthday party in the playground. Tom, one of the ringleaders in the plan, thought the noise from the nearby highway would be a drawback, and we should go elsewhere. But Jan said we should have it by moonlight, when there was no traffic.

Everyone came, but nobody had listened to the weather forecast, which is broadcast with the news headlines at midday. It had warned of rainstorms in the evening. There was a downpour, and no moonlight of course, and driving back to Jan's was a nightmare.

Everybody was glad to get inside and have hotdogs for supper, followed by watermelon and icecream.

Fore- and for-

The word **fore** means before, in front of. For example, to **foretell** something means to tell of it before it happens; the **forepaw** of an animal is at the front.

There are many words with **fore** in them — usually at the beginning of the word. You can find them in a dictionary. If the word you want to write has something to do with before or in front of, then the spelling will be **fore**.

Be careful: **forward** (the direction... to go forward) doesn't belong in this group. It is short for **forthward** or, as it was written in Old English, **forthweard**.

And these words don't belong either: **forlorn**, **forget**, **forgive**, **forbid**, **forgo** (to abstain from)*, **forbear**. In these words the **for** means away, off, apart.

* There is also a word **forego**, meaning to go before; we see it more often as **foregoing** (The **foregoing** should serve to illustrate...), or **foregone** (a **foregone** conclusion).

Fill in the words missing from these sentences, using **fore** somewhere in the word.

EXAMPLE

I'll bring my raincoat; according to the weather *forecast*, I'll need it.

EXERCISE

- 1 The _____ of the photograph is fine, but I can't see what's in the background.
- 2 The Captain paraded his troops in the _____ of the Royal Palace.
- 3 I knew about the surprise party — she told me about it _____ hand.
- 4 The captain called the sailors to the _____ of the ship.
- 5 My family history shows a convict among my _____.
- 6 As he frowned, a wrinkle showed across his _____.
- 7 'If he serves to your right,' the coach said, 'backhand will be useless. You'll have to use your _____.'
- 8 'Don't worry, I'll get Bloggs to defend you — he's the _____ lawyer in the country.'
- 9 We ran down through the soft sand to where the waves had washed up thousands of shells onto the hard, wet sand of the _____.
- 10 Realising there could be danger ahead, the Captain had the _____ to fill the lifeboats with provisions.
- 11 A prophet is one who can _____ the future.

- 12 To help the sales of the young writer's first novel, the politician wrote a _____ for the book.
- 13 'Let me know as soon as they start moving,' the sergeant instructed the scouts. 'You know my motto — _____ is _____,' he said.
- 14 The commandant slapped the prisoner's face. 'This is a _____ of what you can expect if you don't talk!' he said.
- 15 Given the resentment of the townspeople, it was a _____ conclusion that his appointment as mayor would be unpopular.
- 16 Due to _____ circumstances, the gala has had to be cancelled.

Some words have a different meaning, and a different spelling, if they are written as two words rather than one. For example, **always** means forever; **all ways** is two words representing two ideas — **all** meaning the whole amount and **ways** meaning paths, directions.

always	forever
already	so soon, before this/that time
alright	O.K.
altogether	totally
almighty	very great
also	as well

EXAMPLE

I will **always** remember my holiday in Fiji.

I've tried it **all ways**, but I just can't balance the budget.



Here's an easy test: could you rearrange the sentence and put other words between **all** and **ways**? If so, write it as two words. Of **all** the **ways** to get there, this is the quickest one. We are **all** quite **ready**. We are **all** of us **so** tired.

EXERCISE

Choose the correct word/words for the spaces below:

already, all ready

- 1 Are you _____? It's time for us to go.
- 2 It's no use running — the train has _____ gone!
- 3 The children can come in now. The party food is
_____.

alright, all right

- 4 I've checked my answers to the maths problems with the text book
— they are _____.
- 5 Thank you for your help. I'll be _____ now.
- 6 When I blow my whistle, the marchers in the outer column must
_____ turn.

altogether, all together

- 7 When the ski instructor got back, he found they had stayed
_____ as he had instructed them.
- 8 The car shrank to a tiny speck on the horizon. Then, as she watched,
it disappeared _____.
- 9 Come on — _____ now — sing!

always, all ways

- 10 Darling, I'll _____ love you.
- 11 _____ lead to Rome.
- 12 There is _____ a chance that he'll come back.

- 13 I've tried hanging this picture this way, that way,
_____ but I still can't decide which is the right way up.

almighty, all mighty

- 14 The Jewish people worshipped the _____ God.
- 15 There was an _____ crash as the glass cabinet fell.
- 16 We were _____ pleased to be safe on dry land again.

also, all so

- 17 We were _____ tired we went straight to bed.
- 18 The burglars took the TV, the video and the DVD
_____.
- 19 I can't finish the translation — the words are _____
hard to understand.
- 20 He is not only a clever student, but _____ a good
athlete.

Joining short words that end with 'l'

Words of one syllable which end with an l sound are usually written with ll if they follow a single vowel (**pull, fill, well**), but with one l if they follow two vowel letters — **feel, steal, goal**.

Many of the short, one-vowel words are used in combination with other words. Alone, they have two l's; but in combination words there is only one. For example:

all: always, altogether, almighty, already

bell: belfry

chill: chilblain

fill: fulfil, fulfilment

full: hopeful, grateful, etc.

roll: enrol (enroll is a US spelling), enrolment

skill: skilful

still: distil, instil (The Oxford Dictionary also allows distill and instill.)

till: until

well: welfare, welcome

will: wilful

install: instalments

EXCEPTIONS

illness, wellness

The words retain their double letters if they are in hyphenated or compound words, like **ill-fated, well-behaved**, where there are two separate words linked together.

There is a word in **bold print** at the beginning of each sentence. Build on it to make longer words to fill the gaps that follow (or use the word as it is).

EXAMPLE

well — She was *well* aware that he had her *welfare* at heart.

EXERCISE

- 1 **skill** — The workmen were _____ in their craft. They recast the huge bell, and with _____ hands, manouvred it into place in the old church.
- 2 **bell** — The bell had been badly cracked during the bombing; now it was to ring out again from the _____ of the old church.
- 3 **well** — The woman could see that her baby was not _____; she was glad to _____ the nurse from the Infant _____ Centre when she came to visit.
- 4 **till** — They drank a toast: '_____ we meet again!' She said, 'I won't use this glass again _____ you come back.'
- 5 **stall** — They came the next day to _____ the washing machine. She had to pay it off in _____ over the next two years.
- 6 **will** — She could see her son had a strong _____. She called it determination, but others said he was just a _____ child.
- 7 **roll** — His name was entered on the _____ at the local school on _____ day.
- 8 **all/ready** — They were _____ to go at 9.30 a.m., but after a long wait they found out that the bus had _____ gone.
- 9 **chill** — The room was damp and _____, and warming her feet by the fire made her _____ sore.
- 10 **full/fill** — The manager was yelling at her: 'Don't leave them half _____ — _____ them up!' She set to work wearily; it was going to be very difficult to _____ all the requirements of the job.

Prefixes and suffixes

A **prefix** is added to the beginning of a word (**pre** = **before**). It changes the meaning of the word. It can often make the word negative (as with **un-** in **unnatural**).

A **suffix** is added to the end of a word. (The name suffix started out in life as **sub-fix**, meaning something of lesser importance added to a word. Because this is rather jerky to say, it has come to be said — and written — as **suffix**). A suffix may clearly change the meaning (as with **hopeful**, **hopeless**), or it may make only a grammar change. It can make the past tense (**jump** + **-ed**), it can show that an action is continuing (**walk** + **-ing**); it can make a noun (**establish** + **ment**, **evict** + **-ion**), it can make an adverb (**total** + **ly**, **hopeful** + **ly**), and so on.

Prefixes and suffixes have their own meaning, and their own spelling. The meaning may be lost if some of the letters are dropped, just as it might be from the main word if letters were left out for no reason.

There are a few accepted changes — shortening **-our** to **-or** in words like **colorful** and **glamorous**; dropping the silent **e** when you add a suffix that starts with a vowel (**approve**, **approval**, **shake**, **shaken** — see Exercise 3). Apart from these, a good safe guideline is: use all the letters of the prefix or suffix, and all the letters of the word.

So, use the letters of the prefix or suffix and the letters of the main word when adding beginnings and endings.

EXAMPLE

Adding **-ly** to a word shows that something was done in a particular way:

He walked **happily** home from school.

(The letter **y** on the end of **happy** becomes **i** when it is no longer on the end. For other examples of this, see Exercise 7.)

The products were imported into the country **legally**.

NOTE

If the main word — **legal**, in this case — ends with **l**, then there will be two **l**'s — one for the main word, and one for the suffix.

Adding **un-** (usually to make a negative): safe — **unsafe**; usual — **unusual**; necessary — **unnecessary**.

Even if there seem to be surplus letters, don't leave any out. These words are spelt correctly: **illegally**, **openness**, **illegible**, **drunkenness**.

When **full** is on its own, it has two **l**'s. On the end of a word, it needs only one. So: hopeful, forgetful, plentiful. Now add **-ly** to show the way something is done: hopefully, forgetfully, plentifully. (For more practice of **full** and **-ful**, see Exercise 22.)



Use one of the prefixes below to make a negative of each of these words:

il- dis- un- im- ir- mis-

EXAMPLE

misjudge, disappear

EXERCISE

- | | |
|---------------------|---------------------|
| 1 spelt _____ | 2 legal _____ |
| 3 understand _____ | 4 pleased _____ |
| 5 use _____ | 6 logical _____ |
| 7 natural _____ | 8 managed _____ |
| 9 rational _____ | 10 modest _____ |
| 11 kind _____ | 12 seen _____ |
| 13 respectful _____ | 14 reverent _____ |
| 15 patient _____ | 16 behave _____ |
| 17 satisfied _____ | 18 desirable _____ |
| 19 regular _____ | 20 imaginable _____ |
| 21 named _____ | 22 mature _____ |

Use the suffixes below to make one word for the phrases shown:

ful; -ish*; -less; -en*; -ness; -ous

*Guidelines for adding these endings are in Chapter 1.

EXAMPLE

like a fool *foolish*

EXERCISE

1 like a child

3 full of hope

5 not having any use

7 the state of being drunk

9 full of respect

11 having achieved fame

13 out of breath

15 being full of regret

17 quality of being open (honest)

19 made of silk

2 made of wood

4 without a fault

6 looking rather white

8 having a lot of glamour

10 without children

12 having made a mistake

14 likely to cause outrage

16 having no soul

18 like a brute

20 not taking care

Coming to a good end

Adding the -tion ending

Most words which have a **-shn** sound at the end are written with **-tion**. There is no hard-and-fast rule about how the **-tion** is added — use the sound of the word as your guide, or check with the dictionary.

In the sentences below, make a **-tion** word (based on the word in **bold print**) to fill in the blank space.

EXAMPLE

The two leaders **conversed** without interpreters. Their *conversation* lasted about an hour.

EXERCISE

- 1 I **invite** you to my birthday party. Here is your _____.
- 2 The waste from factories **pollutes** the river.
This _____ is a continuing problem.
- 3 The woman passenger was most **indignant**. She showed her _____ by poking the bus driver with her umbrella.
- 4 The school attendance figures may **vary** from month to month, but the _____ will only be small.
- 5 **Add** up the figures on the docket each week. When you've done the _____, you'll see how much you spent on groceries in a month.
- 6 The volunteer was rushed to the hospital to **donate** blood, and her _____ helped save the little boy's life.
- 7 The stonemasons have worked for years to **restore** the crumbling stonework of the Cathedral. It has been a long and expensive job, but the _____ has been well done.
- 8 The architect was given the job of **transforming** the dilapidated old house into a comfortable home. When he had finished, people passing by in the street would stop and stare at the _____.
- 9 You could not help but **admire** her talent, and she certainly enjoyed knowing that she had the _____ of all.
- 10 They built the **Institute** in 1856. The building still stands, and the regular meetings there have become an _____ in the town.

Adding -ous

The ending **-ous** can be added to a word to make it describe something — that is, to change it into an adjective. So a sentence like: The country had many **mountains** could be written as: It was **mountainous** country.

- In adding the **-ous** ending, a long word is sometimes shortened to take it back closer to its Latin stem, e.g. **generosity** — **generous**. Or there may be other slight variations to the original word — **nausea** becomes **nauseous**; **fable** becomes **fabulous**.

For both these groups of words, listen carefully to the sound of the word; practise saying each sound in the word separately and clearly, then write it: **nau-se-ous**; **fab-u-lous**.

- The rule about dropping a silent **e** when an ending that starts with a vowel (in this case, **o**) is added, usually applies, e.g. **nerve** — **nervous**. But note **courage** — **courageous**; here the **e** must stay because it modifies the sound of the letter **g**, making sure it remains as a soft **j** sound (as in **jam**) and not a hard **g** sound (as in **game**).

Use the word in **bold print** at left to make an adjective to put in the blank in each sentence.

EXAMPLE:

courage — The *courageous* soldiers were rewarded for their bravery.

EXERCISE

- 1 **nerve** — She sat on the edge of her chair, wringing her hands and looking very _____.
- 2 **grieve** — The loss of his son was a _____ blow to the old man.
- 3 **nausea** — Chemotherapy sometimes makes patients _____.
- 4 **fable** — Around the campfire they told stories of _____ adventures.
- 5 **mountain** — The travellers struggled through _____ country to reach the mines.
- 6 **poison** — 'Don't leave this mixture within reach of children — it's _____.'
- 7 **hazard** — Companies are required to advise the Department if they intend to store _____ chemicals on the premises.
- 8 **murder** — When he waved a _____ — looking knife at us, we ran!
- 9 **danger** — They reached the village by a _____ route along the cliff tops.
- 10 **fame** — She was young and talented, and within a few years she had become a _____ actress.

-ious endings

The ending **-ious** is also an adjective ending.

Sometimes, the letter **i** makes an extra syllable. Listen to it in: **envious, curious**. But when it blends with the letter before it to make a **sh** or **j** sound — **cautious, religious** — there is no extra syllable, so **cautious** has two syllables, **religious** has three.

- When **y** is no longer on the end of the word, it changes to **i** — for example, **glory** — **glorious**; **fury** — **furious**. For more examples of this, see Exercises 7 and 8.

Practise making an adjective from the word in bold print at left, to fill the space in the sentence on the right.

EXAMPLE:

caution — A *cautious* approach to the cage would be wise.

EXERCISE

- 1 **glory** — The Ming dynasty was the most _____
dynasty in Chinese history.
- 2 **luxury** — They lived in an expensive, _____
apartment.
- 3 **vice** — He was a _____ and sadistic criminal.
- 4 **rebel** — 'I won't wear that awful dress,' shouted the
_____ teenager.
- 5 **fury** — The passenger was _____ at the delay.
- 6 **mystery** — A _____ figure glided past them in the
darkness.
- 7 **envy** — The neighbours were _____ of our new
swimming pool.
- 8 **space** — It was quite a _____ bedroom, with plenty
of room for both beds.
- 9 **office** — The new mayor was full of his own importance and was
very _____ in his manner.
- 10 **victory** — The whole town turned out to welcome the
_____ army.

Choosing the right word

UNIT

5

This unit looks at:

They're, their, there

To, two or too

Where, wear, we're, ware, were



There, their, they're

61

There This word is about a place. It is one of three words about place:

here this place (where I am)

there that place (where the book is)

where which place? (where are my keys?)

These words share the same family likeness — the word **here** is in each one.

So, if you mean a place, use **there**.



NOTE

Sometimes we use **there** when the place is a set of circumstances, a situation, rather than a physical place. For example: **There is no reason to doubt his word.** In this case, **there** means in this situation, in these circumstances.

Their This word means that something belongs to some people (or things): **their** books, **their** motors. It is possessive.

A rhyme to remember:

*If **their** could be **my**,*

Then spell it with i.

They're This means **they are**. The apostrophe (') shows that a letter has been left out, and is placed over the spot where the letter would be. An easy test: if you could change the sentence to read **they are**, then you need to use **they're**.

Choose one of the three words to fill the blanks in the sentences:

there, their, they're

- 1 Put the books over _____ on the table.
- 2 '_____ all gone now,' said the old woman sadly.
- 3 They picked up _____ groceries and drove home.
- 4 'Listen darling! _____ playing our song!'
- 5 The burglars took all _____ belongings;
_____ was nothing left.
- 6 'Your friends have gone on ahead, Suzy; _____ going
to meet you _____.'
- 7 They searched here, _____ and everywhere, but they
found nothing.
- 8 They know _____ rights and _____
insisting on them.
- 9 'It's not such a bad little town,' she said, 'but I wouldn't want to live
_____ forever.'
- 10 'Leave them alone, and they will come home, bringing
_____ tails behind them.'

To A preposition (**pre = before**): the preposition is a signpost word, pointing to a position: **under** the chair, **over** the hill, **around** the corner, **into** the house. **To** also points towards an action; in fact, it helps form the infinitive verb — **to run**, **to jump**, **to speak**, **to go**, etc. When we say the word **to**, the sound is usually short and quick — that is, it sounds as if there is one **o** rather than two.

Two The number 2. It has a silent **w**; to remember the **w** is there, think of **twice** and **twins** — these words are about the number 2, but in these you can hear the **w** clearly.

Too This word is used in two ways:

- 1 meaning also, as well — **I want to come too!**
- 2 meaning excessive, more than we'd like — the price was **too** high, the dress was **too** short, I walked **too** far.

Think about this **too** as being the one with too many **o**'s in it — it may help to remember the spelling. The word has a longer, slower sound than **to**. Think about how each word sounds in the sentence: **I went to the beach too** — the **to** has a much shorter sound than **too**.

Fill in the blanks in the sentences below with **to**, **two**, or **too**:

- 1 I'm going _____ the disco, and my
_____ friends are coming _____ .
- 2 The cakes look delicious — I'd like _____ , please.
- 3 The boys go _____ school now, and next year
the _____ girls will go _____ school
_____ .
- 4 'It's _____ late!' she cried. 'He's _____
far away _____ hear you now.'
- 5 I want _____ go _____ Sydney
in the not- _____ -distant future. I can't wait
_____ long. I want _____ see
_____ publishers about the books I plan
_____ write. If they accept the outlines of the
_____ novels and the textbook _____ ,
I'll have a lot of work _____ do. Would you
_____ girls like _____ come
_____ Sydney _____ ?

Where, wear, we're, ware, were

65

These words all rhyme with **fair**, except for the last one, which rhymes with **fur**. But each one means something different.

Where

This word is about a place — an unknown place, but a place just the same. It belongs with **here**, which means **this place** and **there** which means **that place**. (I'll stand **here** and hold the string, and you go over **there**.) **Where** means **which place** — I don't know **where** to go means I don't know **which place** to go to.

here
there
where } these words are about PLACE

Wear

To put on, to be dressed in. Think about an earring — you **wear** it on your ear.

We're

The apostrophe is the key. A letter is missing. **We're** is short for **we are**. Try **we are** in the sentence — if the meaning is right, that's the one to use.

Ware

An old word that means goods for sale, as in **hardware**, which has a new life in the computer industry — **hardware**, **software**. It also means watch out, be careful, as in **aware**, **beware**.

Were

This is the past tense of **are** (the verb to be). We **are** late (present tense) becomes we **were** late (past tense). Use it for more than one person (you, we, they) — it is the plural form.

Fill in the blanks in the sentences with **where**, **wear**, **we're**, **ware** or **were**.

- 1 Suzie, _____ invited to Helen's party.
- 2 It's not a Tupper _____ party, is it? I don't like going to parties _____ I have to buy things.
- 3 I don't blame you. Be _____ of people selling things at parties, I say.
- 4 Well, _____ is the party?
- 5 You remember the hall _____ we _____ last week? It's there.
- 6 What will you _____ ?
- 7 Helen says _____ all to _____ formal gear.
- 8 _____ would we get formal gear?
- 9 Exactly. I told Helen that's nonsense, and _____ going in our jeans!

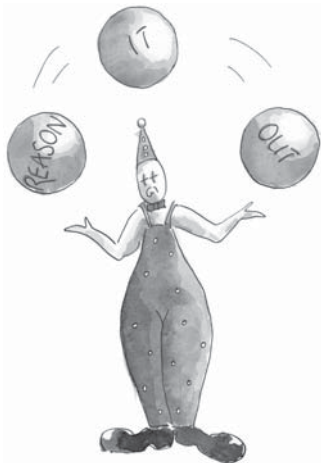
Reason it out

U
N
I
T

6

This unit looks at:

Thinking about word meaning



There are many times when the sound of a word is not enough to help in spelling it; pairs of words can be close in meaning, or appearance, or sound. In many cases, it is possible to reason out which will be the right spelling. So think about the meaning of words to get the spelling right.

Read the notes below about some words which can be confusing, then try putting them into practice in the exercises.

practice or practise, etc.

There are several pairs of words where there is a choice of **s** or **c** in the spelling. As each form is correct (in its place), it is important to understand where to use each one.

EXAMPLE

If Vic Roads *license* you to drive a car, you will have a driver's *licence*.

Write a noun to match the verb on the left:

What you do (verb)	What you have (noun)
advise	_____
license	_____
counsel*	_____
practise	_____
prophesy	_____
devise	_____

- * **Counsel** can also be a noun, as in: **The lawyer acted as counsel for the defence.**

Remember: **ice** is a noun, and is spelt with a **c** — so are the other nouns.

Some words sound very similar, but have quite different meanings. Think about the meaning of the stem or root word to get it right:

councillor/counsellor

A **councillor** is a member of a council; a **counsellor** gives counsel, or advice. (In court, the person who advises you is called your **counsel**.) So your shire representative is a **councillor**; the person who advises you about your studies is a student **counsellor**.

boarder/border

Board means a plank of wood or wooden furniture, like a table: a **boarder** is one who sits at your table (usually paying for meals), and we have **chess-board**, **blackboard**, **cupboard**, etc. The **Board** (of a company, etc.) meet around a table. **Border** comes from the French word for edge or boundary (**au bord de la mer** means literally **at the edge of the sea, on the shore**).

three-masted ship/three-mastered ship

71

Which does the ship have three of — **masts** or **masters**? It is more likely to be **masts**.

founded/foundered

To **found** is to establish, to build up (the word that gives us **foundation**); to **founder** is to collapse, to fall, or — when we use it about ships — to fill with water and sink, to go to the bottom.

missed/mist

Think about the function of the word — **missed** is the past tense of the verb **to miss**, so it is used for an action that happened in the past: I missed the bus yesterday.

Mist is damp air — a noun. So, if the word you want to write is about an action in the past, use **missed**; if you need a noun, the name of this damp atmosphere, use **mist**.

passed/past

Again, think of the function of the word. When you are describing an action the word you need is the verb **passed**: He passed me on the highway doing 140 k. **Past** is a noun (My grandmother lives in the **past**) or adjective (The story was written in the **past** tense; all that is in **past** history).

emigrate/immigrate

Ex- and **e-** are prefixes from Latin which mean **out of, away from**; **im-** means **in, into** — although it can sometimes mean a negative, as in impossible, immense (unmeasurable). So to emigrate means to go out of a country; to immigrate means to come into a country. A person could do both in one journey — leave his own country (as an **emigrant**) and become an **immigrant** (or sometimes just called **migrant**) in a new country.

eminent/imminent

These words come from the same Latin root, which means to overhang, to jut out. **Eminent** means to stand up, out of the crowd (e.g. He was an **eminent** lawyer), while **imminent** means coming, soon to happen — something hanging over our heads (We hurried home because we could see that a storm was **imminent**).

assent/ascent, dissent/descent

Ascent comes from the Latin word to climb (**ascendere**), and **descent** is its opposite — to go down, to climb down. Think about the **sc** in **scaling** the cliffs — we get our word **scale** from the same Latin root.

Assent comes from the Latin word to think, to be of the opinion — and means to agree with, to think something is a good idea.

Dissent means the opposite — to disagree with, to think it's not a good idea. Remember our word **sentence** — a complete thought, or idea — to help with spelling **assent** and **dissent**.

cereal/serial

Ceres was the goddess of agriculture in ancient Rome, and **cereal** (edible grain) is named for her. **Serial** is based on a Latin word meaning joined or connected — so a **serial** is a story in connected episodes.

accept/except

The prefix **ac-** has the idea of **to, towards** — if, for example, you accept a gift, you draw it towards you, you receive it. **Ex-** is a prefix, which means **out of, away from**. So in the sentence, We all went to the beach **except** John, John is the one who is out of, away from, the group at the beach — the one who didn't go.

Choose the correct words for the spaces below:

advise/advice

- 1 I _____ you to drive more slowly. If you are not willing to listen to those who can help you, and take their _____, life will be harder for you.

license/licence

- 2 Vic Roads is the body which can _____ you to drive a car. Once you have your _____, you should carry it with you. You never know when you will hear those familiar words, 'Pull over driver — let me see your _____!'

council/counsel + -or

- 3 They saw their local _____ but he could do nothing. He told them that the Fitzroy _____ had no jurisdiction in the matter. They could not afford legal _____ but they finally got help from a Legal Aid _____ who helped them prepare their case.

border/boarder

- 4 Their new _____ was a mysterious character who had apparently crossed the _____ illegally, and had never been caught.

emigrate/immigrate + -ant

- 5 He applied to _____ from the Soviet Union, but an _____ into the United States needed many documents, and he grew impatient at the delay. At last the _____ was ready to leave, and the whole village came to wish him Godspeed.

eminent/imminent

- 6 When the elections were _____, several _____ politicians made speeches in the town.

assent/ascent

- 7 The leader could not give his _____ to such a risky climb, so the _____ of the mountain was delayed until the fog lifted.

dissent/descent

- 8 The team made their _____ from the ridge as quickly as possible, but the _____ over safety factors had caused a dangerous delay.

cereal/serial

- 9 The children watched their favourite _____ while they ate their breakfast _____.

except/accept

- 10 I think they will all _____ the invitation _____ Celia, who hates going to parties.

missed/mist

- 11 They _____ the turn-off in the fog and _____, and were lost for hours.

past/passed

- 12 We _____ many hours searching the records to learn about the _____ achievements of the two men.

prophecy/prophesy

- 13 It is hard to _____ what will happen on the Stock Exchange, but sometimes you hear that a _____ comes true.

device/devise

- 14 He tried to _____ a gadget that would open hard-to-open jars, and, when he finally succeeded, his _____ was welcomed by people with arthritis.

practice/practise

- 15 The doctor bought a _____ in Camberwell.
The sound of piano _____ next door drove him crazy, but, as his neighbour said, you have to let children _____ or they will never improve.

foundered/founded

- 16 The school was _____ ten years ago, but the whole enterprise almost _____ when the accountant disappeared with some of their funds.

Aqua- or acqua-?

Aqua is the Latin word for water. If the word you want to spell has a connection with water, begin it with **aqu-**, and most words with **aqua-** (**aqueduct**, **aqueous** and **aquifer** are the only words in the Concise Oxford Dictionary without the second **a**).

The Latin prefix **ac-** has — roughly — the meaning of **to** or **towards**, though this meaning is sometimes lost in a large word. If the word you want to spell has no connection with water, start it with **acqu-**.

Choose a word beginning with **aqu-** or **acqu-** to fill the spaces in these sentences.

- 1 The diver used an _____ for breathing under water.
- 2 The accused man was found 'not guilty' and _____.
- 3 The Romans built an _____ across the valley to bring drinking water to the town.
- 4 I was born in February under the star sign of _____.
- 5 People tell me that I may grow to like drinking wine, because it is an _____ taste.
- 6 She loves water-skiing and aquaplaning and all kinds of _____ sports.
- 7 As he grew richer, he grew more _____ and selfish.
- 8 They went to watch the dolphins at the big _____.
- 9 The conference was very useful, because he made the _____ of other scientists in his field.
- 10 Although he wasn't keen on the idea, he was forced to _____ when all the other members of the team wanted to turn back.

**NOTE**

If you have trouble finding a suitable word, look under **acqu-** or **aqu-** in the dictionary.

Word families

UNIT

7

This unit looks at:

Form words

Jour words

Cand words

Hope words



Words, like people, are most often found in families. And, like people, they have a likeness to other members of the family. Once you know what one looks like, it will be easy to recognise the others.

EXERCISE 34

Answer on page 106

Form words

The Latin word **forma** means mould or shape. All the words you need to fill in the blank spaces in the following text on the next page have **form** somewhere in them.

EXAMPLE

'You will end up in prison unless you *reform*,' said the judge to the boy.

EXERCISE

- 1 I am pleased to _____ you that you have won first prize in the lottery.
- 2 If you want to ask about train times, go to the _____ counter at the station.
- 3 Students must wear school _____.
- 4 Unless you know the _____, you'll never be able to work out this maths problem.
- 5 Because of his mother's illness, the baby was born _____ and mentally handicapped as well.
- 6 At last the crowded train pulled in to the _____.
- 7 They had to buy expensive new clothes for the wedding, because it was a _____ occasion.
- 8 You have come too late to get in. You must have been _____ about the Museum's hours of opening.
- 9 The marching girls moved into a square _____.
- 10 Fill in these _____ and sign them, and then you can collect your money at the counter.
- 11 They will check your passport at the border, but it is only a _____; you will not have to wait long.
- 12 He did not fill in the ballot form correctly, so his vote was declared to be _____.

Jour words

Among the many French words used in English is the word for day, **jour**. (**Bon jour** is the exact French equivalent for **g'day** or **good day**.) Finding the word for **day** inside another word can sometimes gives a clue to the history of the word; for example, a **journey** was once the distance a traveller could go in a day.

Fill each of the gaps in the following sentences with a word that contains the French word **jour**.

EXAMPLE

She wrote about the events of her everyday life in her *journal*.

EXERCISE

- 1 Years ago, bookkeepers recorded a company's daily business transactions in a _____.
- 2 Our daily newspaper, the Midwestern _____, will keep you up to date with local events.
- 3 The trial is still continuing; the court will _____ until Monday.
- 4 He was hoping to get a cadetship with a local paper when he left school, and work his way up to become a _____.
- 5 The coach _____ to London was tedious and slow, as the roads were rough, and they stopped at dusk each day to spend the night at an inn.

Cand words

English has a family of words built up from the Latin words **candidus** (white) and **candidatus** (white-robed). From the first one, **candidus**, come the ideas not only of whiteness, but of brightness, shining, openness and honesty. The candidates for elections in Rome had to wear white robes so that the voters would recognise them; they were supposed to be honest, and shining examples to the populace.

Use the first part of the words, or the stem (that is, **cand-**) to make a word for each of the following spaces. (Look in the dictionary for words beginning this way).

EXAMPLE

She had twenty-one *candles* on her birthday cake.

EXERCISE

- 1 As the filament grew hotter it produced a bright _____ glow.
- 2 In the Duke's palace, the servants polished the huge silver _____ and lit all the _____ on it ready for the dinner.
- 3 I will tell you quite _____ — you are asking the wrong questions.
- 4 The couple were embarrassed when they learned that someone had taken pictures of them which were going to be on '_____ Camera'.
- 5 The _____ for the local elections were standing outside the polling booth handing out 'How to Vote' cards.
- 6 He was quite _____ about his part in the whole affair.
- 7 The feast of Purification of the Virgin Mary on 2 February is called _____.
- 8 She spoke and acted with such _____ that we felt she could have nothing to hide.

Hope words

Fill in the blanks with a word from the **hope** family. Each word you choose should have **hope** somewhere in it.

EXAMPLE

There was a feeling of *hopefulness* as the searchers set out to look for the children; they did not expect to be gone more than a few hours.

For help with spelling these words, see Exercises 22 to 24.

EXERCISE

- 1 'It's no good!' shouted the fire chief. 'The whole building's on fire. We might as well turn off the water. It's _____.'
- 2 The stage manager watched as the _____ young performers were auditioned for the leading role.
- 3 The shipwrecked sailor could see no point in rowing any further; he sat on the raft and gazed _____ at the empty sea around him.
- 4 Clutching his pocket money, the little boy went _____ up to the counter of the milk bar.

Memory joggers

UNIT

8

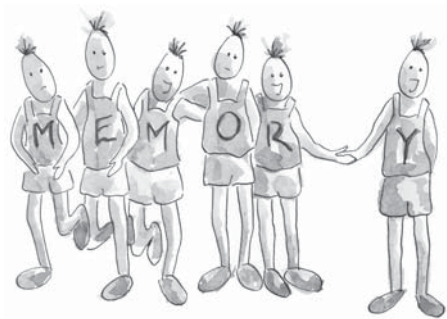
This unit looks at:

Problem pairs

Making silent letters speak up

Word games

Store the sound in your mind



English has collected words from many languages which don't fit standard patterns, and many words have changed over time, sometimes illogically, so that they are difficult to spell. The sound is no help with a word like **friend** (which comes from an old Scandinavian word with the two vowels sounded as two separate syllables), or with words like **principal** and **principle** where two words sound the same. For these words find a memory jogger – some trick to remind you of the right spelling.

Memory joggers might be words and ideas, pictures made of the words, acronyms, or crazy associations that no-one but you would understand.

You can find your own. If there is a word you have trouble with, work on it.

- Look up its origin in the dictionary. Have trouble spelling **professor**? The Oxford Dictionary tells you that **fess** comes from a Latin root meaning to speak out. We get **confess** from the same root: both have the idea of speaking up, speaking out. It is the **fess** which has the double letter – so **professor, confession**.
- Draw your word as a picture:

SQUARE

eye

- Write the word with bright red text, then green, then yellow. Do it several times.
- Write the word clearly, then draw a line around the outline. This fixes the shape of the word in our minds:

budgeting

professor

- Think of acronyms: make the letters stand for words. Have trouble with **whether** and **weather**? To remember the second one (the climate), think: **wet every afternoon**.

Problem pairs

principal/principle

Principal, meaning first, main, chief, comes from the Latin word **principalis**. From this we get the word **principality** (where you can hear the **-al** clearly). **Principle**, meaning code of right conduct, source, comes to us via the French word **principe** which originally was derived from Latin too. A handy memory jogger for students: **The principal is my pal.**

stationary/stationery

These words both come from the same Latin origin – the word **statio**, I stand. The first, **stationary**, means to stand still; the second meant, in the Middle Ages, a bookseller or shopkeeper; he stood still to sell his goods as opposed to a travelling salesman or pedlar.

Remember: Before supermarkets, people used to go to the **stationer** to buy **stationery** (paper, envelopes, etc.).

peace/piece

Think of a **piece** of **pie**.



Make silent letters speak up

89

Add on a syllable:

- a) If you lengthen a word, you can turn silent letters into sounded letters:

autumnautumn**al**

column column**ist**

condemn condemn**ation**

damn damn**ation**

hymn hymn**al**

sign sign**ature**

dumb Dumb**o**

- b) In a longer word, the stress falls in a different place, and can make sounds easier to hear.

total total**ity**

regular regular**ity**

Word games

Use word games to remember difficult spelling arrangements.

Friend — think: I **end** the friendship.

Possesses possesses five 's's.

Mississippi: **Missus M Missus I Missus S-S-I**

Missus S-S-I, Missus P-P-I.

Necessary: one collar and two socks.

Store the sound in your mind

Say the word to yourself as it looks: say **fru-it**; **Wed-nes-day**,
par-li-a-ment, **li-bra-ry**.

Getting the most from your dictionary

UNIT

9



This exercise is based on the *Concise Oxford Dictionary*; any other good-sized dictionary will provide most, if not all, of the answers.

What do you want to know about a word when you open the dictionary?

- **how to spell it?**
- **what it means?**

These are the two most common things we look for, but the dictionary has a lot more to offer.

EXERCISE

1 The dictionary tells us how to spell plurals, if they are difficult.

Fill in the plural for:

loaf _____ volcano _____

cello _____ donkey _____

salmon _____



NOTE

If the dictionary does not show the plural, just add **s-**, or **es** for words ending with **x, ch, s, sh, tch, ss** and **z**.

2 The dictionary shows when to double letters — e.g. **hop, hopping**.

Add **-ing** to these words:

rob _____ wag _____ hope _____ forget _____

log _____ wage _____ fan _____ plane _____

3 The dictionary shows the past tense of verbs, if they are irregular.

Fill in the past tense forms for:

catch _____ run _____

fall _____ begin _____

drink _____ see _____

shut _____

- 4 The dictionary shows how to pronounce words. In the front of your dictionary you will find an explanation of the way it helps you to know the sound of a word. Many modern dictionaries use the International Phonetic Alphabet (IPA). If your dictionary uses this system, you will find a list of the IPA symbols. One symbol well worth learning is the ' which indicates the syllable you should emphasise when you say a word. For example, the word **fallible** is shown with the mark in front — **'fallible**. Because dictionaries vary, you need to see how your dictionary works.

Use your dictionary to find the syllable with the most emphasis in these words. Underline the emphasised syllable.

calculate	identify	nomadic	spirit
satisfaction	concert	concern	minute

- 5 The dictionary helps with grammar, by telling us what part of speech a word is — for example, noun (*n.*), verb (*v.t.* or *v.i.*), adjective (*a.*), adverb (*adv.*), and whether it can have more than one such label. For example, the word **concrete** can describe a kind of path and therefore be an adjective, or indicate an action (Tomorrow I will **concrete** the driveway) which means it is used as a verb, or name a substance (the bricks are made of concrete), which makes it a noun.

Fill in the part of speech or grammar label for these words:

president	_____	kindness	_____
commence	_____	record	_____
invalid	_____	object	_____
produce	_____		

- 6 The dictionary indicates words that go together.
Look for all the words that can follow **hang**, **make**, **try**.

Look up the main word of the phrase to find out what is wrong with these phrases. Write the correct phrase beside them.

between you or me

neither here or there

the house comprises of three bedrooms

- 7 The dictionary helps us find the meaning of idioms. **Make hay while the sun shines** is an example of an idiom. To find the meaning of an expression or idiom, look up the main words of the idiom until you find it given as an example.

Look up the meaning of the following idioms, using the word in bold print to help you:

meeting one's **Waterloo**

out of the **frying-pan** into the fire

tied to his mother's **apron** strings

between the **devil** and the deep blue sea

- 8 The dictionary tells us the origin of a word, which often helps to make its meaning clearer and link it to other words we know. We learn from the dictionary, for example, that the word **influence** comes from the Latin

fluere, to flow, and that **affluence** and **confluence** have the same root meaning.

Look up **territory** and **terror** — do they have the same root?

Look for the origins of these words:

boycott

cardigan

fahrenheit

gypsy

This exercise is based on the book, *How to get the most out of the Dictionary* by Elsie Smelt, published by the Council of Adult Education, Melbourne, 1983.

Getting the sounds right

There are tapes with these books for practising sounds while you read the words; excellent if you are unsure of how to sound letters.

Ship or Sheep? Ann Baker, Cambridge University Press, UK, 1992.

Tree or Three: An elementary pronunciation course, Ann Baker, Cambridge University Press, UK, 1982.

Sounds English, O'Connor and Fletcher, Longman, UK, 1996.

Dictionaries

The Concise Oxford Dictionary/The Australian Concise Oxford Dictionary. The Oxford dictionaries give origins, which helps in understanding why words are written as they are.

Heinemann Australian Dictionary shows how to pronounce words in a beautifully simple way. Easy to use.

Dictionary guides

Books like these teach you, step by step, how to use your dictionary and get the best from it.

Mastering your Dictionary Skills, Peter Howard, Heinemann, Melbourne, 1988.

How to Use a Dictionary, Jennifer Buchanan, DSAMC, 1999.

Books that help with finding and using words

These books explain the differences between similar words, give precise meanings, and help you choose the right or the best word. They are mostly arranged in alphabetical order. These are two of many good ones.

The Cambridge Australian English Style Guide, Pam Peters, Cambridge University Press, Melbourne, 1995.

Troublesome Words, Bill Bryson, Penguin, UK, 2002.

Books about the history of English

The Story of English, Robert McCrum, William Cran and Robert MacNeil, Faber, London 2002.

The book of the television series, this is illustrated, well-written, and a fascinating guide to the way English has developed from its earliest origins to become the universal language of today.

Mother Tongue, Bill Bryson, Penguin, UK, 1990.

The Adventure of English, Melvyn Bragg, Hodder & Stoughton, UK, 2003.

Exercise 1

rat sat	lone zone	may stray	thin think
hop flop	store storm	hand thank	bent sent
hug rug	line fine		

Exercise 2

Short vowel sounds

a	e	i	o	u
<i>bash</i>	<i>set</i>	<i>thick</i>	<i>hot</i>	<i>hut</i>
<i>plan</i>	<i>get</i>	<i>think</i>	<i>crop</i>	<i>hunt</i>
<i>pat</i>	<i>peck</i>	<i>mint</i>	<i>pot</i>	<i>glut</i>
<i>plank</i>		<i>will</i>		<i>hung</i>
		<i>pit</i>		
		<i>splint</i>		
		<i>fill</i>		

Long vowel sounds

a	e	i	o	u
<i>brave</i>	<i>green</i>	<i>file</i>	<i>vote</i>	<i>chute</i>
<i>pale</i>	<i>seal</i>	<i>hive</i>	<i>cove</i>	<i>huge</i>
<i>base</i>	<i>feel</i>	<i>pile</i>	<i>bone</i>	

Exercise 3

I *phoned* my Mother and *asked* her about the cake. She *said* her neighbour, Edna, *baked* cakes every day now. Edna and her sister-in-law *filled* orders for the local shop and *completed* and *iced* a wedding cake every week. They *decorated* them with Royal icing and *recreated* the colour schemes of the brides. I *baked* sometimes, but I *liked* people to eat my cakes straight away; if they *gazed* at them for long, I *imagined* they *saw* all the mistakes I *made*.

Exercise 4

1 <i>batter</i>	2 <i>hitter</i>	3 <i>wetter</i>	4 <i>digger</i>
5 <i>jogger</i>	6 <i>winner</i>	7 <i>dimmer</i>	8 <i>nagger</i>
9 <i>fitter</i>	10 <i>gunner</i>	11 <i>tanner</i>	12 <i>sitter</i>

Exercise 5

- | | | | |
|----|-------------------------|----|-------------------------|
| 1 | <i>patted, wagged</i> | 2 | <i>jogger, running</i> |
| 3 | <i>batter</i> | 4 | <i>hopping, tipped</i> |
| 5 | <i>digger, digging</i> | 6 | <i>webbed, swimming</i> |
| 7 | <i>fitting, humming</i> | 8 | <i>dimmer</i> |
| 9 | <i>jammed</i> | 10 | <i>batted</i> |
| 11 | <i>nodding</i> | 12 | <i>dotted</i> |
| 13 | <i>winner</i> | 14 | <i>popping</i> |
| 15 | <i>thinner</i> | 16 | <i>wetting</i> |

Exercise 6

- | | | | |
|---|------------------|----|--------------------|
| 1 | <i>cape, cap</i> | 2 | <i>hate, hat</i> |
| 3 | <i>fin, fine</i> | 4 | <i>rode, rod</i> |
| 5 | <i>mad, made</i> | 6 | <i>plan, plane</i> |
| 7 | <i>cub, cube</i> | 8 | <i>hug, huge</i> |
| 9 | <i>bite, bit</i> | 10 | <i>hope, hop</i> |

Exercise 7

- | | | | |
|---|------------------|----|-------------------|
| 1 | <i>marriage</i> | 2 | <i>carriage</i> |
| 3 | <i>happiness</i> | 4 | <i>simplicity</i> |
| 5 | <i>worried</i> | 6 | <i>beautiful</i> |
| 7 | <i>tidying</i> | 8 | <i>bodily</i> |
| 9 | <i>reliable</i> | 10 | <i>easier</i> |

Exercise 8

- 1 *playing, played, playful*
- 2 *burying, buried, buries*
- 3 *denying, denied, denials, denies*
- 4 *busied, busier, busying, business*
- 5 *studies, studied, studious, studying*

Exercise 9

- | | | | |
|---|---------------------------------|----|---------------------------|
| 1 | <i>birthdays, holidays</i> | 2 | <i>boys, plays</i> |
| 3 | <i>sentries, keys</i> | 4 | <i>carries, libraries</i> |
| 5 | <i>factories, chimneys</i> | 6 | <i>bays</i> |
| 7 | <i>enemies, balconies</i> | 8 | <i>puppies, babies</i> |
| 9 | <i>ladies, donkeys, valleys</i> | 10 | <i>worries</i> |

Exercise 10

- | | |
|-----------------|--------------|
| 1 would've, I'd | 2 can't |
| 3 won't | 4 they'll |
| 5 shouldn't | 6 don't |
| 7 wouldn't | 8 doesn't |
| 9 won't | 10 should've |

Exercise 11

- | | |
|-----------------------|-----------------------|
| 1 the rabbits' burrow | 2 the teacher's beard |
| 3 the boys' pets | 4 the kitten's fur |
| 5 the men's choir | 6 the birds' nest |
| 7 the lady's brooch | 8 the children's toys |
| 9 the ladies' hats | 10 the people's votes |

Exercise 12

- 1 William's here. He's brought his solicitor with him. She's waiting in the foyer.
- 2 What's she waiting out there for? She'd better come in.
- 3 She's a bit hesitant about procedure. She isn't sure what's the best way to go.
- 4 He's brought the statements, hasn't he?
- 5 He's got his and hers and he said there's someone else's as well.
- 6 Have his colleagues done their's?
- 7 I don't know.
- 8 We'll have to check his fairly carefully — it's got some problems, and I think its details need work.
- 9 William's wife's statement's not consistent with his. Somebody's got to look at that.
- 10 Oh well, we'll get to work on them all. Let's go.

Exercise 13

Well, you know Fred — he's got some strange ideas. Of course, he's entitled to his opinion, the same as the rest of us. Sometimes, when you talk to him, he's not too easy to understand, either — but I think that's because he mumbles into his beard. Anyway, whatever you think of his odd ideas, he's a good bloke!

Exercise 14

The leather binding on this old Bible was beautiful once, but now *it's* falling apart. Do you think *it's* the original one? *Its* purpose was to provide a protective covering for *its* contents, but *it's* hard to see how *it's* still doing that job. As you can see, *it's* badly in need of attention, but I doubt if we can restore it to *its* original condition.

Exercise 15

You asked the question — now you have *your* answer! If *you're* not satisfied, you can write a letter of complaint. Address *your* letter to the Manager. Of course, *you're* crazy if you think *your* letter will do any good, but this is a free country and *you're* welcome to try!

Exercise 16

Whose shoes are those? Well, it doesn't matter *whose* they are — they can't stay here! What I'm wondering is — *who's* going to do the cleaning up when I'm not here? I'm not sure *whose* job it will be, but the person *who's* responsible will certainly be kept busy.

Exercise 17

	body	thing	one	where
any	<i>anybody</i>	<i>anything</i>	<i>anyone</i>	<i>anywhere</i>
every	<i>everybody</i>	<i>everything</i>	<i>everyone</i>	<i>everywhere</i>
no	<i>nobody</i>	<i>nothing</i>	<i>no-one</i>	<i>nowhere</i>
some	<i>somebody</i>	<i>something</i>	<i>someone</i>	<i>somewhere</i>

Exercise 18

however, forever, whenever, whatever, wherever, whoever, therefore, wherefore, therefor (archaic).

Exercise 19

One *afternoon* last week, we planned a special *birthday* party in the *playground*. Tom, one of the *ringleaders* in the plan, thought the noise from the *nearby highway* would be a *drawback*, and we should go *elsewhere*. But Jan said we should have it by *moonlight*, when there was no traffic.

Everyone came, but *nobody* had listened to the weather *forecast*,

which is *broadcast* with the news *headlines* at *midday*. It had warned of *rainstorms* in the evening. There was a *downpour*, and no *moonlight* of course, and driving back to Jan's was a *nightmare*. *Everybody* was glad to get *inside* and have *hotdogs* for supper, followed by *watermelon* and *icecream*.

Exercise 20

- | | |
|----------------------------|-----------------------------|
| 1 foreground | 2 forecourt |
| 3 beforehand | 4 forecastle (fo'c's'le) |
| 5 forebears | 6 forehead |
| 7 forehand | 8 foremost |
| 9 foreshore | 10 foresight or forethought |
| 11 foretell | 12 foreword |
| 13 Forewarned is forearmed | 14 foretaste |
| 15 foregone | 16 unforeseen |

Exercise 21

- | | | |
|----------------|--------------|----------------|
| 1 all ready | 2 already | 3 all ready |
| 4 all right | 5 alright | 6 all right |
| 7 all together | 8 altogether | 9 all together |
| 10 always | 11 all ways | 12 always |
| 13 all ways | 14 almighty | 15 almighty |
| 16 all mighty | 17 all so | 18 also |
| 19 all so | 20 also | |

Exercise 22

- | | |
|--------------------------|--------------------------------|
| 1 skilled, skilful | 2 belfry |
| 3 well, welcome, welfare | 4 Till, until (or Until, till) |
| 5 install, instalments | 6 will, wilful |
| 7 roll, enrolment | 8 all ready, already |
| 9 chill, chilblains | 10 full, fill, fulfil |

Exercise 23

- | | |
|--|------------------------------|
| 1 misspelt | 2 illegal |
| 3 misunderstand | 4 displeased |
| 5 misuse disuse (not ill-: the word ill-use is a compound, combined the word ill meaning badly with the word use); | |
| 6 illogical | 7 unnatural |
| 8 mismanaged | 9 irrational |
| 10 immodest | 11 unkind |
| 12 unseen | 13 disrespectful |
| 14 irreverent | 15 impatient |
| 16 misbehave | 17 dissatisfied, unsatisfied |
| 18 undesirable | 19 irregular |
| 20 unimaginable | 21 unnamed |
| 22 immature | |

Exercise 24

- | | | |
|---------------|---------------|--------------|
| 1 childish | 2 wooden | 3 hopeful |
| 4 faultless | 5 useless | 6 whitish |
| 7 drunken | 8 glamorous | 9 respectful |
| 10 childless | 11 famous | 12 mistaken |
| 13 breathless | 14 outrageous | 15 regretful |
| 16 soulless | 17 openness | 18 brutish |
| 19 silken | 20 careless | |

Exercise 25

- | | | |
|----------------|------------------|---------------|
| 1 invitation | 2 pollution | 3 indignation |
| 4 variation | 5 addition | 6 donation |
| 7 restoration | 8 transformation | 9 admiration |
| 10 institution | | |

Exercise 26

- | | | |
|-------------|---------------|-------------|
| 1 nervous | 2 grievous | 3 nauseous |
| 4 fabulous | 5 mountainous | 6 poisonous |
| 7 hazardous | 8 murderous | 9 dangerous |
| 10 famous | | |

Exercise 27

- | | | |
|---------------|-------------|--------------|
| 1 glorious | 2 luxurious | 3 vicious |
| 4 rebellious | 5 furious | 6 mysterious |
| 7 envious | 8 spacious | 9 officious |
| 10 victorious | | |

Exercise 28

- | | | |
|-----------|------------------|------------------|
| 1 there | 2 they're | 3 their |
| 4 they're | 5 their, there | 6 they're, there |
| there | 8 their, they're | 9 there |
| 10 their | | |

Exercise 29

- I'm going *to* the disco, and my *two* friends are coming *too*.
- The cakes look delicious — I'd like *two*, please.
- The boys go *to* school now, and next year the *two* girls will go *to* school *too*.
- 'It's *too* late!' she cried. 'He's *too* far away *to* hear you now.'
- I want *to* go *to* Sydney in the not-*too*-distant future. I can't wait *too* long. I want *to* see *two* publishers about the books I plan *to* write. If they accept the outlines *of* the *two* novels and the textbook *too*, I'll have a lot of work *to do*. Would you *two* girls like *to* come *to* Sydney *too*?

Exercise 30

- | | |
|---------------|---------------------|
| 1 we're | 2 Tupperware, where |
| 3 beware | 4 where |
| 5 where, were | 6 wear |
| 7 we're, wear | 8 where |
| 9 we're | |

Exercise 31

- | | |
|---------------------|---------------------|
| advise — advice | license — licence |
| counsel — council | practise — practice |
| prophecy — prophecy | devise — device |

Exercise 32

- 1 advise, advice
- 2 license, licence, licence
- 3 councillor, Council, counsel, Counsellor
- 4 boarder, border
- 5 emigrate, immigrant, emigrant
- 6 imminent, eminent
- 7 assent, ascent
- 8 descent, dissent
- 9 serial, cereal
- 10 accept, except
- 11 missed, mist
- 12 passed, past
- 13 prophesy, prophecy
- 14 devise, device
- 15 practice, practice, practise
- 16 founded, foundered

Exercise 33

- | | | |
|---------------|-------------|----------------|
| 1 aqualung | 2 acquitted | 3 aqueduct |
| 4 Aquarius | 5 acquired | 6 aquatic |
| 7 acquisitive | 8 aquarium | 9 acquaintance |
| 10 acquiesce | | |

Exercise 34

- | | | |
|-----------|---------------|-------------|
| 1 inform | 2 information | 3 uniform |
| 4 formula | 5 deformed | 6 platform |
| 4 formal | 8 misinformed | 8 formation |
| 10 forms | 11 formality | 12 informal |

Exercise 35

- | | | |
|--------------|-----------|-----------|
| 1 journal | 2 Journal | 3 adjourn |
| 4 journalist | 5 journey | |

Exercise 36

- | | |
|---------------------------|-----------------------|
| 1 candescent/incandescent | 2 candelabra, candles |
| 3 candidly | 4 Candid |
| 5 candidates | 6 candid |
| 7 Candlemas | 8 candour |

Exercise 37

- | | | | |
|---|-------------------|---|------------------|
| 1 | <i>hopeless</i> | 2 | <i>hopeful</i> |
| 3 | <i>hopelessly</i> | 4 | <i>hopefully</i> |

Exercise 38

- 1 *loaves, volcanoes, cellos, donkeys, salmon* (the same).
- 2 *robbing, wagging, hoping, forgetting, logging, waging, fanning, planing*
- 3 *caught, ran, fell, began, drank, saw, shut* (the same).
- 4 calculate, identify, nomadic, spirit, satisfaction, concert, concern, minute (for time), minute (for very small).
- 5 president *noun*
 kindness *noun*
 commence *verb*
 record *verb* (to record something)
 noun (broke the record)
 adjective (a record swim)
 invalid *adjective* (invalid pension, an invalid document)
 noun (the invalid)
 verb (we will invalid him out)
 object *noun* (this valuable object)
 verb (Your Honour, I object!)
 adjective (this has been an object lesson)
 produce *verb* (to produce food)
 noun (agricultural produce)
 adjective (produce merchant)

- 6 hang *hang about, hang around, hang back, hang fire, hang heavy/heavily; hang on, hang out, hang together, hang up, etc.*
- make *make away, make for, make off, make out, make over, make a point, make time, make up, make a book, make a day of it, etc.*
- try *try out, try on, try for, try for size, etc.*
- between you and me
- neither here nor there
- the house comprises three bedrooms
- 7 meeting one's Waterloo — *to suffer decisive defeat*
 out of the frying-pan into the fire — *from a bad situation to a worse one*
 tied to his mother's apron strings — *unduly controlled by his mother*
 between the devil and the deep blue sea — *in a dilemma*
- 8 No — *territory and terror, although they begin with the same letters, do not come from the same root.*
 boycott — *to refuse to deal with someone; 'boycott' was the name of an Irish land agent so treated.*
 cardigan — *knitted woollen jacket, named after the Earl of Cardigan.*
 fahrenheit — *the scale of temperature on which water freezes at 32 degrees and boils at 212 degrees; named after a German physicist who died in 1736.*
 gypsy — *wanderer; the name comes from Egyptian, the supposed origin of gypsies when they appeared in England in the 16th century.*

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