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Project Manager: Monique Brewer
Writers: Heidi Greco, Mike Sherman, Monique Brewer
Reviewer/Editor: Monica Morris
Editor: Lee Mackenzie MacAnally, Adrian Hill
Production Technicians: Laurie Lozoway, Brian Glover
Which witch is which? Making sure our words are spelled correctly can help avoid confusion in our writing so we know that the messages we send are clear and correct.

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Answer Key
The Importance of Spelling

Spelling is important in written communication. If you misspell words, your readers might not understand you. If you are having some difficulty with spelling, do not be discouraged. Spelling can be mastered. First you must convince yourself that correct spelling is important. Then you must find your difficulty, look for the remedy, and then apply it.

How to Study Spelling

Here are a few suggestions for studying troublesome words:

- Look at the word closely from left to right.
- Say each word carefully, pronouncing each syllable distinctly.
- Think about the word. How many syllables are there?
- Does it have a prefix or a suffix? Does it have a root word?
- Write the word. Check it. If it is wrong, start again with step one until you can spell it correctly.
The vowels are a, e, i, o, u (and sometimes y). Y is a vowel in the word type and when it is used at the end of a word, as in quickly. In words like yacht, yes, and yak, Y is a consonant. Any letter that is not a vowel is a consonant.

A vowel may be long or short. We say a vowel is long when it names itself within the word. This is indicated by a straight horizontal line above the vowel:

bāke  sēēk  pīne  nōte  mūte

We say a vowel is short when it takes the sound given in the following words. This is indicated by the ˇ symbol above the vowel:

căt  pĕt  tĭn  hŏt  bŭck

A vowel may also be silent. This means it is not sounded. The most frequent silent vowel is the e at the end of a word:

bake  pine  coke  cute  bike
New words can be built up from root words by using affixes. A root word is a base word to which affixes are attached. For example, the words clearly, cleared, and unclear share a common root word: clear.

An affix is an element added to the root or stem of a word to change its meaning. An affix, then, is an addition that may be either at the beginning of a word or at its end.

```
trans + port + ation = transportation
im + poss + ible = impossible
```

**Prefixes**

An affix at the beginning of a word is called a prefix. A prefix is a group of letters fastened to the front of a root or stem. Consider the Latin origin of the word:

```
pre (before) + fixus (to fasten) = prefix
```

A tremendous number of words begin with prefixes. The prefix is in bold:

- deform
- interact
- construction

- sure—unsure
- increase—decrease
- bicycle—tricycle

Prefixes can completely or partially alter the meaning of the root word.
The following chart contains a number of commonly used prefixes.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad, af, ag, at</td>
<td>to, toward</td>
<td>adventure, affix, agree, attend</td>
</tr>
<tr>
<td>anti</td>
<td>against</td>
<td>antibody</td>
</tr>
<tr>
<td>bi</td>
<td>two</td>
<td>bicycle</td>
</tr>
<tr>
<td>com, con</td>
<td>with, together</td>
<td>communicate, contain</td>
</tr>
<tr>
<td>contra, counter</td>
<td>against</td>
<td>contraband, counteract</td>
</tr>
<tr>
<td>de, dis</td>
<td>down, not</td>
<td>decrease, decline, disagree</td>
</tr>
<tr>
<td>ex</td>
<td>out, out of</td>
<td>exclaim, except</td>
</tr>
<tr>
<td>in</td>
<td>in, into</td>
<td>increase, insure</td>
</tr>
<tr>
<td>in, im, il, ir</td>
<td>not</td>
<td>insane, impossible, illegible, irresponsible</td>
</tr>
</tbody>
</table>
Prefixes

Review the meanings of in-, im-, il- and ir-. Then, write the negative version of the word into the chart below. Check the dictionary if you are unsure.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human</td>
<td></td>
</tr>
<tr>
<td>Visible</td>
<td></td>
</tr>
<tr>
<td>Efficient</td>
<td></td>
</tr>
<tr>
<td>Logical</td>
<td></td>
</tr>
<tr>
<td>Replaceable</td>
<td></td>
</tr>
<tr>
<td>Polite</td>
<td></td>
</tr>
<tr>
<td>Mortal</td>
<td></td>
</tr>
<tr>
<td>Reversible</td>
<td></td>
</tr>
<tr>
<td>Competent</td>
<td></td>
</tr>
<tr>
<td>Patient</td>
<td></td>
</tr>
<tr>
<td>Timed</td>
<td></td>
</tr>
<tr>
<td>Practical</td>
<td></td>
</tr>
<tr>
<td>Active</td>
<td></td>
</tr>
<tr>
<td>Legal</td>
<td></td>
</tr>
<tr>
<td>Direct</td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
</tr>
</tbody>
</table>

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Suffixes

An affix at the end of a word is called a suffix. A suffix is a group of letters fastened to the end of a root.

Suffixes, like prefixes, can add to or alter the meaning of a word. Many suffixes are used in English. The following charts give some of the more common ones.

**Noun Forming Suffixes**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>worker</td>
<td>actor</td>
</tr>
<tr>
<td>-or</td>
<td>musician</td>
<td>attendant</td>
</tr>
<tr>
<td>-ian</td>
<td>musician</td>
<td>superintendent</td>
</tr>
<tr>
<td>-ant</td>
<td>attendant</td>
<td>mountaineer</td>
</tr>
<tr>
<td>-ent</td>
<td>actress</td>
<td>artist</td>
</tr>
<tr>
<td>-eer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-age</td>
<td>courage</td>
<td></td>
</tr>
<tr>
<td>-ance</td>
<td>attendance</td>
<td></td>
</tr>
<tr>
<td>-ence</td>
<td>independence</td>
<td></td>
</tr>
<tr>
<td>-ation</td>
<td>hesitation</td>
<td></td>
</tr>
<tr>
<td>-dom</td>
<td>kingdom</td>
<td></td>
</tr>
<tr>
<td>-hood</td>
<td>falsehood</td>
<td></td>
</tr>
<tr>
<td>-ism</td>
<td>socialism</td>
<td></td>
</tr>
<tr>
<td>-ment</td>
<td>statement</td>
<td></td>
</tr>
<tr>
<td>-ness</td>
<td>loveliness</td>
<td></td>
</tr>
<tr>
<td>-ship</td>
<td>friendship</td>
<td></td>
</tr>
<tr>
<td>-ity</td>
<td>acidity</td>
<td></td>
</tr>
<tr>
<td>-ry</td>
<td>rivalry</td>
<td></td>
</tr>
<tr>
<td>-ance</td>
<td>performance</td>
<td></td>
</tr>
<tr>
<td>-ion</td>
<td>construction</td>
<td></td>
</tr>
</tbody>
</table>
Adjective Forming Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ive</td>
<td>possessing, having the quality of</td>
<td>descriptive, selfish, chronic, musical</td>
</tr>
<tr>
<td>-ish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-al</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ary</td>
<td>without full of like towards</td>
<td>imaginary, courageous, lovely, friendless, hopeful, childlike, westward</td>
</tr>
<tr>
<td>-ous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ward</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Creating Words

Complete the following equations to formulate new words. Then, write a definition for the new word.

1. act + or = ______________________
   Definition
   ______________________
   ______________________
   ______________________

2. king + dom = ______________________
   Definition
   ______________________
   ______________________
   ______________________
3. rival + ry = __________________________
   Definition
   __________________________
   __________________________

4. love + ly = __________________________
   Definition
   __________________________
   __________________________

5. construct + ion = ___________________
   Definition
   __________________________
   __________________________
Adding Suffixes

You learned that a suffix is an affix added at the end of a root or a root stem. Sometimes when you add a suffix, you may have to modify the spelling.

When the Root Word Ends in “e”

Words that end in e may give you some difficulty. Here are a few simple rules that will tell you when to drop the final e and when to retain it.

Drop the e before adding a suffix that begins with a vowel.

- Imagine—imaginable
- note—noticeable
- excite—excitable

Retain the e before a suffix that begins with a consonant.

- amaze—amazement
- sincere—sincerely
- excite—excitement

Here is a list of some suffixes that begin with a vowel:

- -able - -ary - -ence - -ery - -ible - -ize
- -ance - -ed - -er - -est - -ing - -ous

Here are some suffixes that begin with consonants:

- -ful - -less - -ly - -ment - -ness - -ty

Retain e if the word ends with ce or ge, except when adding ed or ing.

- service—serviceable—servicing
- change—changeable—changing
- notice—noticeable—noticing

Imagine—imaginable
note—noticeable
excite—excitable
Retain the e if a vowel comes just before the final e, except when adding ed.

- canoe—canoeing—canoed
- dye—dyeing—dyed
- free—freeing—freed

Words Ending in E

Circle the correct spelling in each of the following word pairs.

1. exciteable  excitable
2. reversible  reverseable
3. replaceable  replacable
4. advantageous  advantagous
5. safely  safly
6. noticable  noticeable
7. ranging  rangeing
8. excitable  exciteable
When the Root Word Ends With a Consonant

The following spelling rules will help you remember when and when not to double the final consonant when you add a suffix to a word.

- Double the final consonant when the word ends in just one consonant.
  - admit—admitting
  - run—running
  - bar—barring

- Double the final consonant if there is only one vowel before the final consonant.
  - regret (1 vowel)—regretted
  - defeat (2 vowels)—defeated

- Double the final consonant if it is the last syllable of the word that is accented.
  - begin (be gin’)—beginning
  - profit (prof’ it)—profiting

- Double the final consonant only when the suffix to be added begins with a vowel.
  - regret (add the suffix -ing)—regretting
  - regret (add the suffix -ful)—regretful

- Double the final consonant if the accent does not shift when the suffix is added.
  - occur (oc cur’)—occurrence (oc cur’ rence)
More Suffixes

Circle the correct spelling in each of the following word pairs.

1. controllable  controlable
2. happened  happened
3. mailed  mailed
4. appealing  appealing
5. formatted  formated
6. dropped  dropped
7. preferable  preferrable
8. programed  programmed
Dividing words into syllables can be a great aid to correct spelling.

Look at the word *imperfectly*. If you remove the prefix, *im*, and the suffix,-*ly*, you are left with the root word, *perfect*.

Clear pronunciation of a word can help with its spelling. Words are made up of one or more syllables, each containing a sounded vowel. If each syllable is clearly spoken, even to the point of exaggeration, its spelling will be easier. As an example, look at the word *Canadian*. Divided into syllables it appears like this:

Ca/na/di/an

If the word is sounded out by syllables, there will be no danger of writing *Canadain*.

There are several basic rules for dividing words into syllables.

⚠️ Count the number of pronounced vowels. There will be one syllable for each vowel that is pronounced:

<table>
<thead>
<tr>
<th>Word</th>
<th>Sounded Vowels</th>
<th>Syllables</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>tractor</td>
<td>2</td>
<td>2</td>
<td>trac/tor</td>
</tr>
<tr>
<td>seldom</td>
<td>2</td>
<td>2</td>
<td>sel/dom</td>
</tr>
<tr>
<td>manager</td>
<td>3</td>
<td>3</td>
<td>man/a/ger</td>
</tr>
<tr>
<td>pressure</td>
<td>2</td>
<td>2</td>
<td>pres/sure</td>
</tr>
</tbody>
</table>
Divide the word after a prefix or before a suffix.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>decide—de/cide</td>
<td>hunting—hunt/ing</td>
</tr>
<tr>
<td>resort—re/sort</td>
<td>coldness—cold/ness</td>
</tr>
<tr>
<td>unfit—un/fit</td>
<td>pitiful—piti/ful</td>
</tr>
<tr>
<td>overrate—over/rate</td>
<td>hideous—hide/ous</td>
</tr>
</tbody>
</table>

Divide compound words between the separate words that have been joined.

- classroom—class/room
- understand—under/stand
- whatsoever—what/so/ever

Usually we divide words between double consonants:

- annual—an/nual
- running—run/ning
- village—vil/lage
- appear—ap/pear

If the double consonants are part of the root word, they are not split. In this case, the division is made after the double consonants, before the suffix.

- spell—spell/er
- telling—tell/ing
- crossing—cross/ing
- passable—pass/able

Divide two vowels or two consonants if they are pronounced separately:

- create—cre/ate
- fluent—flu/ent
- riot—ri/ot
- sulphur—sul/phur
- suspect—sus/pect
- burglar—bur/glar
Here is a brief summary of the five rules for dividing words into syllables.

**Rules**

1. There are always as many syllables in a word as there are vowel audible sounds. If you can hear two vowels in a word, then the word will have two syllables.

2. Divide between prefixes and suffixes.

3. Divide between separate words of compound words.

4. When a consonant has been doubled because a suffix has been added, divide between the double consonants.

5. Divide between two vowels or two consonants sounded separately.
Syllables

Rewrite the following words, dividing them into syllables.

1. friendliest = ______________________
2. stopping = ______________________
3. employment = ______________________
4. peaceful = ______________________
5. famously = ______________________
6. believable = ______________________
7. responsible = ______________________
8. ticklish = ______________________
Silent Letters

Unfortunately, some English words are not spelled the way they are pronounced. English spelling can be rather strange, but if you take time to learn the few troublemakers, you will be a successful speller.

Some troublesome words contain letters that are not sounded, called silent letters.

Look at the words listed below. The silent consonants in each word are in bold. Study them carefully.

- calm
- rhyme
- salmon
- doubt
- sigh
- yolk
- foreign
- flight
- often
- knight
- ghost
- debt
- echo
- scene
- freight
- comb
- plumber
- pledge

Silent Letters

Fill in the missing silent letter for each of the words listed below.

1. Always write your name in the right-hand column.___.
2. My little sister dressed up as a g___ost last Halloween.
3. At the farm, we saw the sheep give birth to a lam___.
4. Remember to ___nock before entering someone's home.
5. We ate birthday cak__ after going to the water-slides.
6. We had to call the plum__er when the toilet wasn't working.
7. W___ich way should we turn, left or right?
8. I cut my ___nee and elbow when I fell off my bike.
9. In the autum__ we love to see the leaves changing colour.
10. The opposite of black is w____te.
Here are a few simple rules to remember when forming the plurals of English nouns.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
</table>
| The plurals of most nouns are made by adding **s** to the singular form. However, for nouns that end in **s, x, z, ch, or sh**, the plural is formed by adding **-es** to the word. | box—boxes  
lunch—lunches |
| When a noun ends in **y** preceded by a consonant, change the **y** to **ie** and add **s**. When a noun ends in **-y** preceded by a vowel (**ay, ey, oy, uy**), just add **-s** to make the word plural. | glory—glories  
lady—ladies  
day—days  
donkey—donkeys |
| When a noun ends in **o** preceded by a vowel, add **s** to make the word plural. | radio—radios  
rdeo—rodeos |
| All musical terms ending in **o** have plurals ending in just **s**. | piano—pianos  
cello—cellos  
solo—solos |
| When a noun ends in **o** preceded by a consonant, either **s** or **es** can be added to make the word plural. Some common words that add **es** are: | echo—echoes  
hero—heroes  
potato—potatoes  
torpedo—torpedoes  
embargo—embargoes  
tomato—tomatoes  
veto—vetoes |
Check your dictionary to be sure you have added the correct plural form.

When a noun ends in **f** or **fe**, the plural is formed in one of two ways:

- Add **s** to the singular.
- Change **f** or **fe** to **v** and adds **es**.

<table>
<thead>
<tr>
<th>Root language endings:</th>
<th>datum—data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>alumnus—alumni</td>
</tr>
<tr>
<td></td>
<td>chateau—chateaux</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English endings:</th>
<th>forum—forums</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>campus—campuses</td>
</tr>
<tr>
<td></td>
<td>bonus—bonuses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Either ending:</th>
<th>index—indices or indexes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>amoeba—amoebae or amoebas</td>
</tr>
<tr>
<td></td>
<td>formula—formulae or formulas</td>
</tr>
</tbody>
</table>
Compound words vary. When they are written as one word, **es** or **s** is usually added to the word.

Often the principal word is made plural:

Some nouns have the same form for both the singular and plural forms:

- cupful—cupfuls
- handful—handfuls
- watchdog—watchdogs
- toothbrush—toothbrushes
- editor in chief—editors-in-chief
- mother-in-law—mothers-in-law
- lily-of-the-valley—lilies-of-the-valley
- fowl
- pants
- scissors
- beer
- deer
- sheep
- politics

**Forming Plurals**

Provide the plural form for each of the following words in the space provided.

1. chief
2. giraffe
3. hero
4. cliff
5. video
6. thief
7. photo
8. half
9. tooth
10. church
Many people have difficulty spelling words containing *ie* or *ei*. They do not know which vowel come first. Here is a simple rule which should help you spell these troublesome words:

"i" before "e" except after "c," except when said "ay" as in "neighbour" and "weigh."

This rule applies in most cases, but like so many other rules, it is sometimes broken. Here is a list of exceptions you must learn:

- neither
- seize
- leisure
- foreign
- protein
- height
- either
- forfeit
- weird
- counterfeit

I before E

except after C

except when said "ay"

as in "neighbour" and "weigh"
Certain words in the English language are often improperly used. In this handbook, you will look at some of these words to see how they should be used.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>accept</td>
<td>to take or receive or to agree to</td>
<td>He will accept the position if it is offered him.</td>
</tr>
<tr>
<td>except</td>
<td>not including or to leave out of consideration</td>
<td>We all went to the picnic except Grandmother.</td>
</tr>
<tr>
<td>advice</td>
<td>a noun meaning guidance or counsel</td>
<td>What advice did the mechanic give about the car?</td>
</tr>
<tr>
<td>advise</td>
<td>a verb meaning to give counsel</td>
<td>Please advise me about the car.</td>
</tr>
<tr>
<td>affect</td>
<td>a verb meaning cause a change</td>
<td>The test will affect your final mark.</td>
</tr>
<tr>
<td>effect</td>
<td>a noun meaning the result of a change</td>
<td>The good mark had a positive effect on the student.</td>
</tr>
<tr>
<td>already</td>
<td>previously or by now</td>
<td>She had already eaten supper.</td>
</tr>
<tr>
<td>all ready</td>
<td>everyone is completely ready</td>
<td>We were all ready for the party.</td>
</tr>
<tr>
<td>aloud</td>
<td>out loud</td>
<td>He cried aloud that he would not give in.</td>
</tr>
<tr>
<td>allowed</td>
<td>permitted to do something</td>
<td>Fishing is not allowed in this stream.</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Example</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>amount</td>
<td>used when referring to a thing that can be measured or weighed</td>
<td>I like a small amount of honey in my tea.</td>
</tr>
<tr>
<td>number</td>
<td>used when referring to things that can be counted</td>
<td>He came up with a number of reasons why he liked the idea.</td>
</tr>
<tr>
<td>beside</td>
<td>a preposition meaning by or at</td>
<td>Put the parcel beside the bench.</td>
</tr>
<tr>
<td>besides</td>
<td>in addition to or also</td>
<td>Besides Jack, five others came.</td>
</tr>
<tr>
<td>between</td>
<td>used with only two objects or persons</td>
<td>The money was divided between the two of us.</td>
</tr>
<tr>
<td>among</td>
<td>used with three or more objects or persons</td>
<td>The money was divided among the three of us.</td>
</tr>
<tr>
<td>borrow</td>
<td>to take temporarily</td>
<td>May I borrow your lawnmower?</td>
</tr>
<tr>
<td>lend</td>
<td>to give temporarily</td>
<td>I will lend you my umbrella.</td>
</tr>
<tr>
<td>can</td>
<td>able to do something</td>
<td>Can you ride a bicycle?</td>
</tr>
<tr>
<td>may</td>
<td>permitted to do or have something</td>
<td>May I have a chocolate?</td>
</tr>
<tr>
<td>choose</td>
<td>a present tense verb meaning select</td>
<td>I need to choose my courses for next year.</td>
</tr>
<tr>
<td>chose</td>
<td>a past tense verb meaning selected</td>
<td>She chose her courses wisely.</td>
</tr>
<tr>
<td>corps</td>
<td>a body or organization with specific duties (pronounced CORE)</td>
<td>The corps of older men was in charge.</td>
</tr>
<tr>
<td>corpse</td>
<td>a dead human or animal</td>
<td>The corpse was transported to the pet cemetery.</td>
</tr>
<tr>
<td><strong>Word</strong></td>
<td><strong>Definition</strong></td>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>farther</td>
<td>at a greater <em>distance</em></td>
<td>She ran <em>farther</em> and faster than anyone thought she could.</td>
</tr>
<tr>
<td>further</td>
<td><em>additional or more</em></td>
<td>The committee voted to study the issue <em>further</em> before making a decision.</td>
</tr>
<tr>
<td>its</td>
<td>a possessive pronoun or adjective meaning <em>belonging to it</em></td>
<td>The cat scratched <em>its</em> ear.</td>
</tr>
<tr>
<td>it’s</td>
<td>a contraction meaning <em>it is</em> (the apostrophe shows a missing letter)</td>
<td><em>It’s</em> a Siamese cat.</td>
</tr>
<tr>
<td>fewer</td>
<td>not as many (in <em>numbers</em>)</td>
<td>There were <em>fewer</em> people at the party than I expected.</td>
</tr>
<tr>
<td>less</td>
<td>not as much (in <em>quantity</em>)</td>
<td>As a result, <em>less</em> food was eaten.</td>
</tr>
<tr>
<td>lie</td>
<td>to be at rest in a <em>reclining position</em></td>
<td>I like to <em>lie</em> down in the afternoon.</td>
</tr>
<tr>
<td>lay</td>
<td>to place or put something in <em>place</em></td>
<td>Please <em>lay</em> the book on the table; it’s fragile. (The past tense of “<em>lay</em>” is “<em>laid</em>”)</td>
</tr>
<tr>
<td>lose</td>
<td>a verb meaning <em>to no longer have</em></td>
<td>Do not <em>lose</em> this money.</td>
</tr>
<tr>
<td>loose</td>
<td>an adjective meaning <em>not fastened</em></td>
<td>If I lose any more weight, my pants will be too <em>loose</em>.</td>
</tr>
<tr>
<td><em>of</em></td>
<td>a preposition used to begin a prepositional phrase</td>
<td>One <em>of</em> the puppies yelped.</td>
</tr>
<tr>
<td>‘<em>ve</em></td>
<td>a contraction of the verb <em>have</em></td>
<td>I could*’ve* (could have) read the book of short stories. (<em>Not</em> I could of read the book of short stories)</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Example</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>quiet</td>
<td>an adjective, noun, or verb meaning <strong>not making sound</strong></td>
<td>We need to be <strong>quiet</strong> so my sister can get some sleep.</td>
</tr>
<tr>
<td>quite</td>
<td>an adverb meaning <strong>completely</strong></td>
<td>He was not <strong>quite</strong> finished his test when the bell rang.</td>
</tr>
<tr>
<td>quit</td>
<td>a verb meaning <strong>stop</strong></td>
<td>I admire people who <strong>quit</strong> smoking.</td>
</tr>
<tr>
<td>than</td>
<td>a conjunction or preposition showing a comparison</td>
<td>My team scored three more goals <strong>than</strong> their team did.</td>
</tr>
<tr>
<td>then</td>
<td>an adverb meaning <strong>at that time</strong> or <strong>next</strong></td>
<td>I have hockey practice after school, and <strong>then</strong> we’re going out for pizza.</td>
</tr>
<tr>
<td>their</td>
<td><strong>belonging</strong> to them</td>
<td><strong>Their</strong> house is exquisitely decorated.</td>
</tr>
<tr>
<td>there</td>
<td>indicates place or position; also introduces a sentence when the verb comes before the subject.</td>
<td><strong>There</strong> are many contestants over there.</td>
</tr>
<tr>
<td>they’re</td>
<td>a contraction of the words <strong>they are</strong></td>
<td><strong>They’re</strong> coming to the celebration.</td>
</tr>
<tr>
<td>to</td>
<td><strong>in the direction of, upon, until</strong></td>
<td>Fabrizio came <strong>to</strong> the house.</td>
</tr>
<tr>
<td>too</td>
<td><strong>also</strong> or <strong>more than enough</strong></td>
<td>We have <strong>too</strong> much help.</td>
</tr>
<tr>
<td>two</td>
<td>the number after one</td>
<td><strong>Two</strong> books are enough.</td>
</tr>
<tr>
<td>waist</td>
<td>the <strong>part of the body</strong> between the chest and the hips</td>
<td>The belt was tied around her <strong>waist</strong>.</td>
</tr>
<tr>
<td>waste</td>
<td>to <strong>use something in a careless way</strong></td>
<td>Food does not go to <strong>waste</strong> in a starving country.</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Example</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>weather</td>
<td>the state of the atmosphere—wind, temperature, moisture</td>
<td>The weather was stormy so the picnic was cancelled.</td>
</tr>
<tr>
<td>whether</td>
<td>if</td>
<td>Albert is not sure whether he will attend.</td>
</tr>
<tr>
<td>who’s</td>
<td>a contraction of who is or who has</td>
<td>Who’s lost a pencil?</td>
</tr>
<tr>
<td>whose</td>
<td>belonging to which person</td>
<td>Whose pencil is this?</td>
</tr>
<tr>
<td>your</td>
<td>belonging to you</td>
<td>Your dog bit me!</td>
</tr>
<tr>
<td>you’re</td>
<td>a contraction meaning you are</td>
<td>You’re not telling me the truth!</td>
</tr>
<tr>
<td>were</td>
<td>a past tense of “to be”</td>
<td>They were here earlier.</td>
</tr>
<tr>
<td>we’re</td>
<td>a contraction for we are</td>
<td>We’re going to the late show tonight.</td>
</tr>
</tbody>
</table>

**Warning:** Your computer’s spell check function will find many spelling errors but if you’ve used the wrong word—for example, its instead of it’s—the computer will ignore the word because it is spelled correctly. Be sure to check your writing carefully and make sure you have chosen the correct words.
Confusing Words

Circle the correct word to complete each sentence.

1. The poor weather is bound to (effect affect) our race.

2. I could (‘ve of) won the race if I had better running shoes.

3. Marilyn has more books in her locker (than then) Susan does.

4. (Weather Whether) you believe it or not, it is a fact.

5. There is a greater (number amount) of dogs on Smith Street than on Boyer Road.

6. (There They’re Their) friends are late for our party.

7. Do you know (whose who’s) television set was brought in yesterday for repair?

8. Are you sure (your you’re) ready to go?

9. (It’s Its) not too late to pitch in and help.

10. We are not (aloud allowed) to talk in the library during study period.

11. (Lie Lay) the doll on the bed.

12. It was (quiet quite) an exciting game to watch.
13. Kato has much more homework to do (than then) Malik does.

14. Make sure you don’t (lose loose) your wallet when you go to the fair.

15. The banker will (advice advise) you on the best mortgage rates.

16. Eat your sandwich and (than then) you can have a cookie.

17. I refuse to (accept except) your explanation.

18. Katrina should (of ‘ve) known the answer.

19. Global warming has had an (affect effect) on our (whether weather).

20. Paolo and Margaret shared the piece of cake (among between) them.

21. There are (fewer less) eggs in the fridge today.
Grammar on the Go!

Answer Key
Spelling

Prefixes

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Negative Form</th>
<th>Root Word</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human</td>
<td>Inhumane</td>
<td>Patient</td>
<td>Impatient</td>
</tr>
<tr>
<td>Visible</td>
<td>Invisible</td>
<td>Timed</td>
<td>Ill-timed</td>
</tr>
<tr>
<td>Efficient</td>
<td>Inefficient</td>
<td>Practical</td>
<td>Impractical</td>
</tr>
<tr>
<td>Logical</td>
<td>Illogical</td>
<td>Active</td>
<td>Inactive</td>
</tr>
<tr>
<td>Replaceable</td>
<td>Irreplaceable</td>
<td>Legal</td>
<td>Illegal</td>
</tr>
<tr>
<td>Polite</td>
<td>Impolite</td>
<td>Direct</td>
<td>Indirect</td>
</tr>
<tr>
<td>Mortal</td>
<td>Immortal</td>
<td>Regular</td>
<td>Irregular</td>
</tr>
<tr>
<td>Reversible</td>
<td>Irreversible</td>
<td>Eligible</td>
<td>Ineligible</td>
</tr>
<tr>
<td>Competent</td>
<td>Incompetent</td>
<td>Responsible</td>
<td>Irresponsible</td>
</tr>
</tbody>
</table>

Creating Words

1. act + or = **actor**  
   Definition: a person who acts

2. king + dom = **kingdom**  
   Definition: a territory or region subject to a king or queen

3. rival + ry = **rivalry**  
   Definition: competition

4. love +ly = **lovely**  
   Definition: pleasant, delightful, beautiful

5. construct + ion = **construction**  
   Definition: the act of building
Words Ending in E

1. excitable
2. reversible
3. replaceable
4. advantageous
5. safely
6. noticeable
7. ranging
8. excitable

More Suffixes

1. controllable
2. happened
3. mailed
4. appealing
5. formatted
6. dropped
7. preferable
8. programed

Syllables

1. friendliest = friend/li/est
2. stopping = stop/ping
3. employment = em/ploy/ment
4. peaceful = peace/ful
5. famously = fam/ous/ly
6. believable = be/liev/able
7. responsible = re/spon/sible
8. ticklish = tick/lish
**Silent Letters**  p. 19

1. Always write your name in the right-hand column.
2. My little sister dressed up as a ghost last Halloween.
3. At the farm, we saw the sheep give birth to a lamb.
4. Remember to knock before entering someone’s home.
5. We ate birthday cake after going to the waterslides.
6. We had to call the plumber when the toilet wasn’t working.
7. Which way should we turn, left or right?
8. I cut my knee and elbow when I fell off my bike.
9. In the autumn, we love to see the leaves changing colour.
10. The opposite of black is white.

**Forming Plurals**  p. 23

1. chief  chiefs
2. giraffe  giraffes
3. hero  heroes
4. cliff  cliffs
5. video  videos
6. thief  thieves
7. photo  photos
8. half  halves
9. tooth  teeth
10. church  churches
Confusing Words  p. 30

1. The poor weather is bound to (effect affect) our race.

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