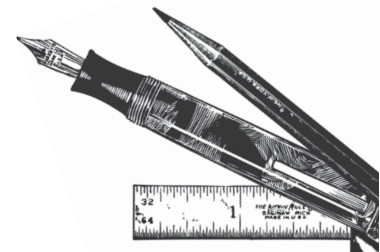


# Preface




*Successful Spelling* is a companion volume to other titles in the *Successful* series and is aimed at students in the first three years of secondary school. As well as consolidating spelling skills, this text aims to extend students' vocabularies. Seen as equally important is the need to stimulate interest in, and awareness of, language skills.

Traditional methods have been used; spelling rules, and exercises involving recognition of parts of speech and word origins have been included in order to stimulate students' interest in language and to develop a recognition of its dynamic nature.

The format of the units is as follows:

- A spelling rule, explanation or tip is at the start of most units.
- Then comes a word list on which the ensuing activities are based. We suggest that teachers select 20 words each week to be used for a spelling test. Note that we have also provided a page in column format where students can list their Personal Spelling Demons, which could be tested regularly.
- A number of exercises give students the opportunity to practise what they have learnt.
- There are also exercises designed to extend students' vocabulary.
- The final exercise in most units is an extension activity, to encourage students to experiment creatively with language.

Designed to be used for written homework or classwork, the units use vocabulary graded to cater for the ability levels of the three year groups. Some units incorporate oral work. Work to be completed off the page is indicated by the  icon.

Answers will be found at [oup.com.au/SucSpe](http://oup.com.au/SucSpe) and these will reduce the burden of correction. The website also contains additional NAPLAN-style assessment resources.

## Hints for students

This is a book specially designed to improve your spelling and vocabulary use. Here are some hints to keep in mind:

- One of the best ways of increasing your active vocabulary is by reading often. Read the leading article or editorial of your newspaper every day; read magazines that are enjoyable and informative; and, above all, read novels. Make a habit of reading before you go to bed. While you are reading, jot down words whose meanings cannot be determined from the context and look them up in your dictionary at a convenient time, perhaps when you are doing your homework.
- Another way of adding to your store of words is to use a thesaurus (a book that lists synonyms) when you are writing assignments. When you are searching for the precise word, the arresting phrase, your thesaurus is often more valuable than your dictionary.
- Exchange your rough copy with another student, asking them to recommend improvements in your use of language.
- Use vocabulary from this book to make up quizzes for inter-class competitions.
- Don't forget to keep your Personal Spelling Demons list up to date!

We hope teachers and students alike will find *Successful Spelling* a practical addition to classroom work.

**Amanda Ford**

**Elizabeth Haywood**

**Judy Conlan**

**Marie Henley**

# Unit 1

## Let's start with a quiz



Good writers are able to draw on a wide **vocabulary** to help them to express their ideas precisely and effectively. How good is your vocabulary? Remember that it is never too late to improve it and these exercises are designed to help you to do just that. See how many activities you can complete without using a dictionary and then use the dictionary to help you locate the answers you couldn't find.

You will find a page at the back of this book headed 'My Personal Spelling Demons'. As you work through *Successful Spelling*, please record here any words which you misspell regularly or which you find difficult. Learn to spell your personal spelling demons and ask someone to test you on them at least once a fortnight.

actual	annual	apology	chaos	confine	cubicle	debt
dialogue	dumb	eerie	feign	frenzy	gnaw	increase
liberal	prohibit	prolong	protrude	purchase	quay	queue
racquet	rebel	safety	search	stared	taut	tranquil

### 1 Choose words from the word list to provide answers for the following:

a a four-letter word meaning:

- i stretched tightly \_\_\_\_\_      iii something owed \_\_\_\_\_      v place where boats tie up \_\_\_\_\_  
ii chew \_\_\_\_\_      iv unable to speak \_\_\_\_\_

b a five-letter word meaning:

- i disorder \_\_\_\_\_      iii line of people \_\_\_\_\_      v pretend \_\_\_\_\_  
ii weird and ghostly \_\_\_\_\_      iv act against established order \_\_\_\_\_

c a six-letter word meaning:

- i real \_\_\_\_\_      iii freedom from danger \_\_\_\_\_      v once a year \_\_\_\_\_  
ii looked fixedly \_\_\_\_\_      iv look for \_\_\_\_\_      vi delirious fury \_\_\_\_\_

d a seven-letter word meaning:

- i used by tennis players \_\_\_\_\_      iv generous \_\_\_\_\_  
ii extend \_\_\_\_\_      v small room or compartment \_\_\_\_\_  
iii regretful acknowledgment  
of offence \_\_\_\_\_      vi to keep within limits \_\_\_\_\_

e an eight-letter word meaning:

- i buy \_\_\_\_\_      iv stick out \_\_\_\_\_      vi quiet and peaceful \_\_\_\_\_  
ii grow \_\_\_\_\_      v forbid \_\_\_\_\_  
iii conversation between two people \_\_\_\_\_

### 2 Form an adjective from each of these words:

- a safety \_\_\_\_\_      b chaos \_\_\_\_\_      c frenzy \_\_\_\_\_

### 3 Form an adverb from each of these words and then use all of them in the opening paragraph of a story: *eerie, apology, increase.*



# Unit 2

## Who's correct?



Words that sound the same but are spelt differently are called **homophones**, for example, *roll* and *role*. These can be tricky for young spellers. There are also some other words that sound similar (but not exactly the same) which can be confusing, for example, *accept* and *except*. Practice will help you become more aware of which word you should use.

creak creek	emit omit	formally formerly	gaol goal
pain pane	peace piece	pray prey	rapped wrapped
their there they're	warn worn	whose who's	

### 1 Highlight the correct word in each bracket:

- a The (goal, gaol) of all teenagers is to own (their, there, they're) own car.
- b (Warn, Worn) out after spending all afternoon studying, she needed some recreation.
- c The man (whose, who's) false teeth fell out smiled glumly.
- d '(There, Their, They're) racing,' he cried.
- e You must be (formerly, formally) dressed for the school dance.
- f The presents are all (rapped, wrapped) and under the tree.
- g (Whose, Who's) the captain of the team?
- h The new cricket commentator was (formally, formerly) a test player.
- i It was necessary to (warn, worn) people of the danger.
- j The boys had gone down to the (creak, creek) to catch yabbies.
- k If you break that window (pain, pane) I will give you a (pain, pane) somewhere!
- l The chimney (omitted, emitted) great belches of smoke.
- m (Preying, Praying) that the teacher had forgotten to set the test, the class sat silently.
- n (Their, There, They're) was so much dirt on the window (pains, panes) that it was impossible to see inside.
- o Bullies (prey, pray) on weaker people.
- p '(Piece, Peace) and quiet at last,' said Mum.
- q Be careful that you do not (omit, emit) any names.

2 And while we're on the subject of confusing words, show that you can use *we're*, *wear*, *where*, *ware*, *to*, *too* and *two* in sentences to show the differences in meaning.



3 Go around the class: one person spells a word from the word list and the next person has to use it in a sentence.



4 Devise a homophone spelling test using five to ten homophones that do not appear in this unit. Exercise 1 provides you with a model for setting it out.



# Unit 3

## Do you confuse these words?



Here are some more tricky words. Hopefully these hints will help you to remember how to spell them correctly:

- *Quite* sounds quite clipped. *Quiet* is longer sounding, echoing the meaning of the word.
- A verb has a more important function in a sentence than a preposition (without a verb you cannot have a sentence). Therefore *passed* (verb) should be a bigger word than *past* (preposition).
- *Your* is one word. *You're* combines two words, so it should be longer.

accept	except	border	boarder	meddle	medal	past	passed	
pour	pore	paw	quiet	quite	rode	road	to	too
weather	whether	your	you're					

### 1 Highlight the correct word in each bracket:

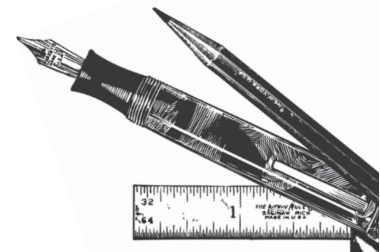
- The girl (road, rode) her pony so fast along the (road, rode) that she lost her hat.
- She was (quite, quiet) surprised when she was chosen.
- Galloping furiously, he (past, passed) the post ahead of his rivals.
- I wonder (weather, whether) the (whether, weather) will be good tomorrow.
- Children should be taught to share in the responsibilities of a home, instead of being treated as (borders, boarders).
- All was (quiet, quite), prior to the storm.
- It would be a great honour to win a gold (meddle, medal) in the Olympic Games.
- Crossing the (border, boarder) into Spain, we had to present our passports.
- Wearily, they trudged (past, passed) the last checkpoint.
- I sincerely hope you have brought (your, you're) racquet with you.
- She was wise not to (meddle, medal) in an affair that did not concern her.
- (Your, You're) the worst person I know at telling jokes!
- Everyone decided to (accept, except) the teacher's advice (accept, except) Wilfred.
- Somebody has (pored, pawed, poured) paint over the cat's (pore, paw, pour).
- It is much more fun to (pour, pore, paw) over homework than watch television.
- I am (too, to) angry (too, to) speak to you now.

### 2 While we are on the subject of using the correct word, the following sentences contain some words that often confuse students (and, as a result, annoy their teachers!). Highlight the correct word in each of the following sentences:

- I would (of, have) gone.
- May I (lend, loan, borrow) your pencil?
- (Lend, Loan) me a towel, please.
- If you feel ill, (lay, lie, laid) down.
- Have you (bought, brought) your lunch from home?  
I (brought, bought) mine from the tuck shop.
- Carefully, we (lay, lie, laid) the injured bird in a shoebox.

# Unit 4

## Some tricky plurals



A **singular word** is a word that refers to one thing or one group of things; a **plural word** refers to more than one thing or more than one group of things. When singular words become plural they usually change their spelling slightly to show the difference in their meaning. The way they change their spelling generally depends on what letter they end with in the singular.

- The plural of most words is formed by adding 's' to the singular.
- Words ending in 's' and other hissing sounds, such as 'sh', 'tch', 'x' and 'z', take 'es' to form the plural.
- Words ending in 'ch' take 'es' if the 'ch' has a soft sound, as it does, for example, in church. However, if the 'ch' has a hard sound, like a 'k'—as it does, for example, in monarch—you just add an 's'.

address	arch	bench	box	case	church	crash	dish	fox
gas	glass	grass	house	kiss	lioness	monarch	pouch	princess
ship	table	tax	torch	waitress	walrus	waltz	watch	

### 1 Change the words in the word list into the plural using the above rules to help you:

- a address \_\_\_\_\_ h dish \_\_\_\_\_ o lioness \_\_\_\_\_ u tax \_\_\_\_\_  
b arch \_\_\_\_\_ i fox \_\_\_\_\_ p monarch \_\_\_\_\_ v torch \_\_\_\_\_  
c bench \_\_\_\_\_ j gas \_\_\_\_\_ q pouch \_\_\_\_\_ w waitress \_\_\_\_\_  
d box \_\_\_\_\_ k glass \_\_\_\_\_ r princess \_\_\_\_\_ x walrus \_\_\_\_\_  
e case \_\_\_\_\_ l grass \_\_\_\_\_ s ship \_\_\_\_\_ y waltz \_\_\_\_\_  
f church \_\_\_\_\_ m house \_\_\_\_\_ t table \_\_\_\_\_ z watch \_\_\_\_\_  
g crash \_\_\_\_\_ n kiss \_\_\_\_\_

### 2 Rewrite the following sentences changing every singular noun to plural, and making the verbs plural.

- a The rabbit runs from the dog. \_\_\_\_\_  
b The girl wears a blue dress. \_\_\_\_\_  
c I keep the injured thrush in a cage. \_\_\_\_\_  
d The prince spoke to the princess. \_\_\_\_\_  
e The actress carries a suitcase. \_\_\_\_\_  
f The glass had a deep scratch. \_\_\_\_\_

### 3 Choose a word from the word list to complete each sentence:

- a A dance with three beats to a bar is a \_\_\_\_\_.  
b A king or queen ruling a country is its \_\_\_\_\_.  
c A large Arctic sea animal with two long tusks is a \_\_\_\_\_.  
d A \_\_\_\_\_ is a small bag.  
e A \_\_\_\_\_ is money that people or businesses have to pay to the government, to be used for public purposes.

### 4 Use MS Publisher to prepare a brochure for ESL students that explains the rules for changing singular nouns to plurals. Try to cover as many words as possible and group various words together, such as those ending in 'ch'. Make your brochure as attractive and clear as possible.



# Unit 5

## Sneak up on science



Spelling these words correctly will not enable you to win the Nobel Prize, but will make your Science teacher happy!

analysis	burn	charged	composition	compound	contracted	corroded
deficient	detected	diluted	dissolved	distinguish	environment	expanded
formation	immersed	inflammable	liquid	melted	mixture	oxygen
particle	poisonous	repel	repulsion	reverse	substance	warmed

### 1 Choose the correct word from the word list to fill in each blank:

- a The cordial was too strong so Jane \_\_\_\_\_ it with water.
- b When my father heated the metal it \_\_\_\_\_, but \_\_\_\_\_ when it cooled.
- c The recipe stated that the sugar should be \_\_\_\_\_ in the water.
- d We \_\_\_\_\_ the wax in order to seal the envelope.
- e I \_\_\_\_\_ the contents of the pan before adding the wine. Finally, to \_\_\_\_\_ off the alcohol, I lit the wine with a match. The flames soon died down.
- f Some materials such as nylon are highly \_\_\_\_\_.
- g After his poor result in the test, Mario \_\_\_\_\_ a slight change in the teacher's attitude to him.
- h To put out the flames I \_\_\_\_\_ the cloth in water.
- i It is easier to \_\_\_\_\_ a physical change than a chemical change.
- j A feeling of \_\_\_\_\_ gripped me as I watched the \_\_\_\_\_ snake slither across my path.
- k She polished the furniture so carefully that not one \_\_\_\_\_ of dust could be \_\_\_\_\_.
- l Scientists use special tests to \_\_\_\_\_ one chemical substance from another.
- m If air is compressed and cooled sufficiently it becomes a \_\_\_\_\_.
- n The rock \_\_\_\_\_ was of great interest to the geologist.
- o An analysis of the \_\_\_\_\_ of the soil revealed that it was \_\_\_\_\_ in minerals.
- p A metal rod carrying excess electrons is said to be negatively \_\_\_\_\_.
- q The rusting on the metal shows that a new \_\_\_\_\_ is being formed.
- r Our \_\_\_\_\_ is being threatened by pollution.
- s Metallic objects near the sea are \_\_\_\_\_ very quickly.

### 2 Place a form of the word in italics in the space provided:

- a *expanded*: \_\_\_\_\_ gesture      d *oxygen*: \_\_\_\_\_ metal
- b *corroded*: \_\_\_\_\_ agent      e *repel*: a feeling of \_\_\_\_\_
- c *immerse*: suffering from \_\_\_\_\_      f *liquid*: \_\_\_\_\_ the solid

### 3 Make a list of twenty words that relate to History. Then devise an exercise—using Exercise 1 as your model—that tests whether your classmates are able to use these words correctly.

