

PART A – Spelling Tips

In the *Canadian Student Writer's Guide*, read the spelling tips section starting on page 94. It contains great ideas on how to become a better speller.

PART B – Spelling Rules Review

READ: The rule for making plurals for words that end in *y* is simple: change the *y* to an *i* and add *es*. If the word ends in *ey*, just add *s*.

PRACTICE:

1. Using the rule you wrote above, change the following words to their plural form.

monkey _____

lobby _____

candy _____

attorney _____

alley _____

party _____

turkey _____

chimney _____

doily _____

volley _____

marry _____

study _____

hobby _____

gurney _____

valley _____

theory _____

kidney _____

puppy _____

sky _____

rely _____

army _____

apply _____

library _____

jockey _____

READ: When words end in a *y* before a consonant, change the *y* to an *i* before adding the suffix (ending). So *happy* becomes *happiness*. The exception to this rule is verbs ending *y*. Verbs ending in *y* do not drop the *y* before *-ing* endings. So *relay* becomes *relaying*.

PRACTICE:

1. Using these rules, please add an appropriate suffix onto the following words. Be sure to use *-ous*, *-ness*, *-ful*, and *-ing* suffixes where appropriate.

envy	_____	fancy	_____
pray	_____	apply	_____
vary	_____	mercy	_____
luxury	_____	beauty	_____
hurry	_____	study	_____
mystery	_____	busy	_____

READ: When a one-syllable word with a short vowel needs an ending like *-ed* or *-ing*, the final consonant is usually doubled. So *bet* becomes *betting*.

PRACTICE:

1. Add either an *-ed* or an *-ing* ending to the following words.

set	_____	mat	_____
pet	_____	fit	_____
gut	_____	put	_____
hit	_____	let	_____
but	_____	sit	_____
cut	_____	wet	_____

READ: For words spelled with *i* and *e*, remember this: “*i* before *e*, except after *c*, or when rhyming with say, as in neighbour and weigh.” Unfortunately, there are exceptions to this rule: either, neither, their, height, weird, and seize don’t follow it.

PRACTICE:

1. Spell the following words correctly.

peice	_____	acheive	_____
niegh	_____	wiegh	_____
recieve	_____	vien	_____
deciet	_____	niether	_____
nieghbour	_____	impateint	_____
beleif	_____	breif	_____

READ: If a word ends with a silent *e*, drop the *e* before adding an ending (suffix) that begins with a vowel. You do not drop the *e* when the suffix begins with a consonant (*-ful*, *-ty*, *-teen*).

PRACTICE:

1. Add a suffix (ending) like *-ing*, *-ty*, *-teen*, *-ful*, *-able*, etc. to the following words. Use each suffix at least once.

have	_____	mope	_____
hate	_____	live	_____
nine	_____	line	_____
woe	_____	piece	_____
love	_____	receive	_____
crane	_____	shame	_____

PART C – Canadian Spelling

READ: There are some words that are spelled a little differently in Canada than they are in the United States. Our spelling rules are a cross between how things are spelled in Britain and how they are spelled in the U.S. In Microsoft Word, the spell checker will usually default to the U.S. spelling unless you tell it that you want it to use Canadian English. (To do that, click on Tools | Language | Set language). So the Americans spell the garb worn by knights as armor, while we spell it as armour. Other examples of Canadian spelling using the suffix *-our* include:

behaviour	candour	clamour	favour
flavour	glamour	harbour	honour

1. Change the following American spelling to Canadian spelling.

neighbor	_____	neighborhood	_____
parlor	_____	rancor	_____
rigor	_____	rumor	_____
savior	_____	savor	_____
tumor	_____	valor	_____
vapor	_____	vigor	_____

PART D – CREATING A SPELLING DICTIONARY

READ: Good spelling takes practice! Make a list of words that you are having problems spelling, or words you would like to use, but don't know how to spell yet. This dictionary will be your quick reference when writing throughout this course. **It will get handed in for marks in Unit 7, so be sure to do a good job on it!**

PRACTICE:

1. Ask your teacher for the Unit 7 Worksheet which you will use for your spelling dictionary.
2. Divide each page into three with a heavy horizontal line. You will enter words starting with *A* in the first section, *B* in the second section, and so on. You can put XYZ together in the last section if you like.
3. As you come across words in your reading that you are unfamiliar with, or that you want to use in your writing but don't know how to spell, look them up, their spelling and definition, and write them on the appropriate page in your spelling dictionary. A good place to get started with possible entries is to look at the *Commonly Confused Words* section on page 91 in the *Canadian Student Writer's Guide*.