

READING ESSENTIALS 2 STUDENT WORKBOOK

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HARVEY

NSCC

Nova Scotia



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CONTENTS

About the Manual	1
MAIN BODY	
39. Introduction to Vowel Teams	2
40. Consonant le Syllables (Cle)	6
41. R-Controlled Chunks: are, ear, erry	12
42. Drop the e before vowel suffixes	15
43. Why Did Aubrey Graham Change His Name?	19
44. Schwa a & Schwa Suffixes	28
45. Schwa Medial Syllables & Schwa Common Word Endings	34
46. VC/V Syllable Division	40
47. Vowel Team ea /ē/, /ě/, /ā/	44
48. Latin Roots & Word Endings ic, ct, ture	49
49. Prefixes	55
50. The Children with One Eye: A Canadian Folk Tale	64
51. Vowel Teams with y	75
52. Vowel Team oi & oi-oy Spelling, ai-ay Spelling	80
53. Prefixes (inter- & trans-), Latin Roots (rupt, port, mis/mit) & Suffixes (-less, -ful & -ment)	86

54. Vowel Teams with w: ow, aw, ew	91
55. Greek (ch /k/) & French (ch /sh/) Influence	97
56. Vowel Teams with u: ou, au, eu	101
57. Is Studying Art a Waste of Time?	107
58. Spelling Generalizations for au/aw and ou/ow	117
59. Vowel Teams with multiple sounds: oo, ie, and ou	124
60. Vowel Teams with i: ei /ē/ & /ā/ and ui /ōō/	131
61. Vowel Teams with gh: igh /ī/ and eigh /ā/	134
62. V/V Syllable Division & i/ē/	139
63. (More) Greek Combining Forms and y /ĩ/	142
64. Reading: Shag Harbour UFO Incident	147
65. Silent Letters	159
66. Spelling with 'y' before Vowel Suffixes	163
67. Latin Connectives (ti, ci, tu)	167
68. Suffix -ous, Spelling Choice ous/us & cal/cle	172
69. Vowel Teams /er/ ar, or	177
70. Greek Combining Forms (phono, photo, tele, meter/metr)	182
71. Latin Roots: form, scrib / script, spec / spect / spic, flect / flex, dic / dict, spire	187
72. Course Review - Part 1	196
73. Course Review - Part 2	201

ABOUT THE MANUAL

LAND ACKNOWLEDGEMENT

NSCC is located in Mi'kma'ki, the unceded territory and traditional homeland of the Mi'kmaq Nation. Our relationship is based on a series of peace and friendship treaties between the Mi'kmaq Nation and the Crown, dating back to 1725. As Treaty beneficiaries, we recognize that we are all Treaty People.

AUTHORS

Created by Meredith Hutchings, Jocelyn Boyd-Johnson & Nancy Harvey for use in the Reading Essentials 1 course at the Nova Scotia Community College.

39. INTRODUCTION TO VOWEL TEAMS

New Concept Words & Sentences Vowel Teams: ai, ee, ie, oa, ue

List 1

virtue	brain
crossroad	revue
milkmaid	subdue
roast	goad
canteen	esteem
statue	floated
charcoal	coached
sweepstake	discreet
shoal	encroach
vie	chimpanzee

1. Joan and Ricky got a sailboat to travel along the coast of Maine.
2. Their trip there gave them a chance to try blue crab.
3. In what sports do you sweep?
4. What breed of dog does Lenny have and is it well trained?

REVIEW WORDS

unseemly

training

vie

misconstrue

wheely

bloated

soapy

hoaxes

genteel

constrained

committees

subdue

coasting

slashes

entertainers

conversely

verve

aftermath

lengthwise

birthplace

disgrace

reception

concept

gestation

versions

practice

tinge

sledgehammer

smudge

tiny

WHAT SAYS?

1.

6.

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SPELLING AND SENTENCE DICTATION

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|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
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| 5. | 10. |

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REVIEW

Vowel Team Syllable

In a vowel team syllable, two vowels come together to make a vowel sound.

ai, chain, /ā/

ie, pie, /ī/

ue, cue, /ū/

ee, green feet, /ē/;

oa, boat, /ō/;

ue, blue, /oo/

PRACTICE

1. Add the suffix 'ly' to make these words into adverbs:

keen_____

meek_____

unwavering_____

reported_____

2. Add the suffix that means 'in the past':

obtain_____

regard_____

deem_____

scar_____

3. Form the possessive singular and the possessive plural for these nouns using 's or s'.

Subject Noun	Possession	Singular Possessive	Plural Possessive
girl	dimples		
waitress	shift		
member	fees		
trucker	lunch		
ship	sails		

4. Identify words in these contractions

Contraction	Words	Contraction	Words
should've	they're	we've	
she's	couldn't	I've	
can't	you'll	don't	

5. Make contractions

Words	Contraction	Words	Contraction
would not	you are	could have	
they have	will not	they are	
I am	you have	would not	

40. CONSONANT LE SYLLABLES (CLE)

New Concept Words and Sentences: Consonant le Syllables (Cle)

List 1

feeble	cleeble
ladle	plaple
staple	trotle
trifle	flimfle
thimble	dukle
bugle	scroptle
pimple	burdle
steeple	brigle

1. Do you think you can bundle all the papers up in time to dispose them in the trash?
2. It was so relaxing on our trip to Portland that for once I was able to be idle.
3. The bridle on the horse will need to be fixed before you ride him, or you will go for a tumble.
4. I am going to have to take a rest for a while because my temples are throbbing from all this work.

New Concept Words and Sentences: Rabbit Spelling Generalization

List 2

dab_____

muz_____

lit_____

sup_____

top_____

ap_____

pad_____

muf_____

whit_____

gig_____

1. Albert has so much stubble on his face that Lucy is finding it hard to cuddle up to him.
2. Colleen said to get rid of all the rubble to make it better for her to hobble over on her crutches.
3. I cannot stand to hear the baby cry, so we had better find where you put the nipple for her bottle before she starts.
4. Did you notice that the baby has dimples in her cheeks?

REVIEW WORDS

bubble

keener

sizzle

waitress

absentee

unwaveringly

meekly

swarthy

coddle

amble

dues

rancid

dimple

silky

vie

batches

loader

obtained

reproach

reportedly

fingernails

regarded

hollandaise

digestive

boastingly

batty

deemed

scarred

romaine

cozy

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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- 3.

REVIEW

Consonant-le Syllable

These are 'consonant le syllables'. In a consonant le syllable, a consonant is followed by le. Count back 3 letters from the end to divide these syllables from

others. This is another job of e. The 'e' is silent but is a visual marker that there is a vowel sound in this syllable which is unstressed /ə/. You now have all 6 syllable types. Cle will always be found in words with 2 or more syllables and will always be at the end of a word.

fable; circle; candle; rifle; google; sparkle; apple; castle; mantle

Other syllable types can be the 1st syllable

closed as in **handle**

open as in **table**

r-controlled as in **gargle**

vowel team as in **beetle**.

PRACTICE

Add the suffix 'ly' to make these words into adverbs:

keen_____

unwavering_____

meek_____

reported_____

Add the suffix that means 'in the past':

obtain_____

regard_____

deem_____

scar_____

Subject Noun	Possession	Singular Possessive	Plural Possessive
girl	dimples		
waitress	shift		
member	fees		
trucker	lunch		
ship	sails		

Identify words in these contractions

should've	they're	we've
she's	couldn't	I've
can't	you'll	don't

Make contractions

would not	you are	could have
they have	will not	they are
I am	you have	would not

41. R-CONTROLLED CHUNKS: ARE, EAR, ERY

New Concept Words and Sentences: are & ear

List 1

share	rainwear
swear	hardware
dare	pear

1. It was so hard not to stare at the photo, it reminded me of my old home.
2. Gail is such an overbearing person.
3. A rabbit's ears are shorter than those of a hare.
4. Did you pare the skin from the pear, or did you eat it with the skin?
5. It is rare to find a four-leaf clover.

List 2

berry	cherry
ferry	merry
sherry	

1. Will you take the ferry to get from Halifax to Dartmouth?
2. Which do you like better, cherry or apple pie?
3. Fill up the jerry can with gas just in case.

REVIEW WORDS

maid

fleet

care

berry

worrying

quarry

tie

small

coated

boldly

rarely

ferry

jury

mare

blue

molding

wildest

longer

WHAT SAYS?

1.

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SPELLING AND SENTENCE DICTATION

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- 1.
- 2.
- 3.

REVIEW

Chunks

are (care), ear (bear), erry (merry)

PRACTICE

hare	wear	ferry	tearing
square	merry	bear	scare

1. Will you drive over to PEI on the _____ ,or will you drive over on the bridge?
2. We wish you a _____ Christmas!
3. The hair on a _____ is the same as the hair on a rabbit.
4. The film we went to see will _____ the pants off you.
5. Is this shape a _____ or a rectangle?
6. What will you _____ to the party on Saturday?
7. I was so frustrated that I felt like _____ up the whole essay.
8. I'm not sure if I'd run or if I'd freeze up if I saw a _____.

42. DROP THE E BEFORE VOWEL SUFFIXES

New Concept Words and Sentences

Add suffix 'ing' to these words.

Word	New Spelling
inflate	
deserve	
shave	
paddle	
enrage	
pace	

Add suffix 'ed to these words.

Word	New Spelling
curve	
force	
crave	
dribble	
scrape	
phrase	

1. The old plans for revision of the centre were phased out and replaced with new ones.
2. The unruly twins defaced the walls by marking them up with paints they got for their birthday.

3. My dog Weeble trampled through the lovely tulips while chasing Stacy the cat.
4. Mmmmm, the spices you used, and the braising of that beef is why it tasted so fantastic.
5. Delivery of the customized sofa I ordered for decorating the office will not take place until next week.

REVIEW WORDS

Add the suffix for 'one who',

advise	sweep
bank	drive
swim	

Add the suffix for comparing three or more.

small	wise
bold	brave
red	

Add 'tion' or 'sion'

situate	suspense
complete	corporate
impress	

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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| 3. | 8. |
| 4. | 9. |
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| 11. | 12. |
| 13. | 14. |
| 15. | |

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- 3.

REVIEW

Drop the 'e' Spelling Generalization

When a word ends with the letter 'e', and a vowel suffix is added, drop the e and then add the vowel suffix.

fade + -ed = fading; make + -ing = making; haze + -y = hazy

PRACTICE

Add the suffix for 'happened in the past' to these words.

stare_____

flare_____

store_____

date_____

trade_____

Add the suffix for 'full of' to these words.

scare_____

fun_____

wave_____

shade_____

sun_____

Add the suffix for 'happening now' to these words.

stare_____

shake_____

fade_____

share_____

make_____

43. WHY DID AUBREY GRAHAM CHANGE HIS NAME?

Why Did Aubrey Graham Change His Name?

1 Would you go to a concert starring Aubrey Graham? How about Katheryn Hudson or Peter Hernández? Abel Tesfaye? Joel Zimmerman? Never heard of them? This is not surprising, as these people are best known by their stage names. (Read to the end to find out who these people are.) People all over the world are changing the names they were given at birth—and they aren't just celebrities.

2 Most celebrities change their names because they want to call themselves something more exciting, unique, or “cool.” Take Tom Cruise, for example. Would he have had the same success with his original name, Thomas Mapother? Would Caryn Johnson have found fame if she had not adopted the name Whoopi Goldberg? And would David Bowie have enjoyed long-term success if he had remained David Jones?

3 Other celebrities change their names because they want to honour someone, or because the new name has a particular meaning. Actress Olivia Wilde changed her last name from Cockburn to honour playwright Oscar Wilde. Canadian country singer Shania Twain started life as Eileen Edwards. Shania is an Ojibway word meaning “I’m on my way”; this seemed appropriate as Eileen was starting her singing career.

4 For some international celebrities, their real names are just too complicated for a global audience. Icelandic singer Björk’s full name is Björk

Guðmundsdóttir; it was, obviously, much easier for her to simply go with Björk. Stefani Joanne Angelina Germanotta, an American performer with Italian and French-Canadian roots, also found it easier to go by a shorter name: she is known to the world simply as Lady Gaga.



Superstar Stefani Joanne Angelina Germanotta.(Wikimedia)



Björk: Icelandic names are sometimes too difficult for international fans to pronounce.. (Wikimedia)

5 However, it isn't just stars who want to reinvent themselves. Every year around 22,000 ordinary Canadians change their names. Some changes are for routine reasons, such as marriage or divorce; other changes have their roots in more profound considerations. Some people adopt new names because they want to dissociate themselves from abusive situations; others want to lose the connection with a notorious family member, such as a parent who was convicted of a serious crime.

6 For many years, the children of immigrants to English-speaking countries have chosen to anglicize their names to enhance their opportunities for success. A good example from the United States is the Drumpf family, later known as Trump; their descendant Donald became President of the United States. In some cases, immigrants whose names have negative connotations, given the political times we live in, have changed their names to something more "English" to protect themselves from discrimination—Abdul might become Andy, for example.

7 In some cases, though, a person may choose to change his or her first name because that name is no longer a good match with who they are as an individual. Names are rarely neutral; they create pictures in people's minds of what the bearer of the name looks like, how old they are, how intelligent they are, what their personality is like, and what they do for a living. Take Aubrey, for example. Aubrey is most likely a serious, studious gentleman, perhaps more at home in a library than on a concert stage. It is perhaps not surprising that Aubrey Graham wanted to be known by a name more fitting for a superstar.



Bruno Mars: What is his real name?
– (Wikimedia)

8 A person's first name can also have more serious repercussions, as it can affect the direction a person's life takes. Professor David Figlio of Northwestern University in the USA has done research into the school life of children with different names. He has found that a female student with a feminine-sounding name, such as Elizabeth, will often choose courses in the humanities (literature, history, or foreign languages), while one with a more androgynous name, such as Alex, is more likely to take math and science. Perhaps Elizabeth's teachers are influenced by the femininity of her name and, without realizing what they are doing, they steer her into a traditionally "female" area of study.

9 In another study, David Kalist and Daniel Lee have shown that boys with unusual or hard-to-pronounce names are more likely to end up as juvenile delinquents. They suggest that "juveniles with unpopular names may be more prone to crime because they are treated differently by their peers, making it more difficult for them to form relationships." They also wonder whether these boys misbehave because of a dislike for their name.

10 Names are even associated with sports skills. It is fitting—and fortunate—that the fastest man alive has the name Usain Bolt. It is not so good for sportspeople who do not have a name to match their skills. Professor James Bruning from Ohio University asks who would be considered a better American football player, “someone whose name is Bronco or Colt, or someone named Francis or Percival?”



Usain Bolt—a suitable name?
(Wikimedia)

11 Middle names count, too. People who use their middle initials are seen as more intelligent, according to psychologists Wijnand A.P. Van Tilburg and Eric R. Igou. They gave the same essay to different groups of readers, but each essay had a different name. The essay written by “David F. Clark” was rated more favourably than the same one written by “David Clark”; the highest rating of all went to a paper written by “David F. R. P. Clark”. So, if you don’t have a middle name, you may want to consider adding one!

12 So, whether you aspire towards a career as a singer, a scientist, or a sports star, think carefully about your name. Whatever name you have, it forms an essential part of your identity. It is often something you will live with for your entire life—but if you really can't face that thought, there is always the option of changing it. All you need is to be 19 years old and have \$137 to spare; you can even do it online.

Who are the people listed in paragraph 1? Aubrey Graham is Canadian rapper Drake; Drake is actually his middle name. Katheryn Hudson is Katy Perry, and Peter Hernández is Bruno Mars. Abel Tesfaye is a Canadian singer better known as The Weeknd, and Joel Zimmerman is Canadian DJ Deadmau5, pronounced “dead mouse”; he named himself after a dead mouse he found in his computer.

PRACTICE

Place each syllable below in the correct column.

Syllable	Closed	VCe	Open	R-Controlled	Vowel Team
de					
ci					
sive					
gen					
der					
con					
tro					
ver					
sy					
ba					
by					
name					
il					
le					
gal					

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

Skimming.

When you skim a text, you read it quickly to get the gist of it. You are not concerned about understanding every small detail at this stage—you just want an overview. Skimming is what you do when you read the text in five minutes and jot down the main ideas.

How to skim

- Survey the text before you start reading. Look at any subheadings. If you are reading a whole book, look at the table of contents.
- Read quickly without stopping.
- Look at the first line or two of each paragraph; often the main idea is found there.
- If there is a section of the text, or a word or expression, that is hard to understand, don't stop and struggle with it. Make a note in the margin, and you can come back to it later.

Scanning.

Scanning is also a form of quick reading, but it is different from skimming. Scanning is what you do when you want to find a specific piece of information.

How to scan

- Know what you are looking for. Usually this will be a specific fact, such as a name, date, number, or other piece of information. You are not looking for the general meaning here.
- Let your eyes drift down the page until you see what you are searching for.
- Then, read that sentence or section carefully to be sure you have the correct information.

44. SCHWA A & SCHWA SUFFIXES

New Concept Words and Sentences: schwa a

extra	alive
aside	vodka
Debra	arose
alone	cobra
Sandra	villa

1. The volcano in Kenya started to erupt a long time ago. What came out of it? Hot, melted rock spilled from it onto the delta.
2. Their grandpa and grandma came to their home. What'll they all do when they arrive? They will have a huge hug and then read on the sofa.
3. He likes films circa the 1950's with ultra-funny plot lines adapted from old paperbacks.

New Concept Words and Sentences: unstressed syllables – ance / ence, able / ible, age

Add – ance to these words.

abund_____

domin_____

intoler_____

expect_____

repent_____

Add -ence to these words.

perman_____

confid_____

depend_____

frequ_____

pertin_____

Add -able to these words.

profit_____

claim_____

adopt_____

accept_____

float_____

Add -ible to these words.

comprehend_____

deduct_____

impress_____

prevent_____

corrupt

Add -age to these words.

crib_____

block_____

drain_____

salv_____

Use the ‘drop the e’ spelling with these words and add -able. Why do we drop the e?

like_____

note_____

live_____

Keep the ‘e’ with these words and add – able. Why does the e need to stay for these spellings?

trace_____

change_____

manage_____

1. Melvin has a high tolerance for pain and kept his ailment to himself for a while until he couldn't stand the pain any longer.
2. He also didn't want to bother anyone and that increased his reluctance to making us aware of the discomfort he was feeling.

3. Have you noticed that when you get ready to place your name at the end of a contract there is always that fine print that is barely readable?
4. What's the difference between that blue and this blue?
5. In most cases it's about whether or not the agency you purchased the products from cannot be held accountable if the deliverable date of your goods is not met.
6. Please don't forget to pick up postage stamps at the post office in Shopper's since you're going in to fill your prescription.
7. Which one of you is responsible for making this lovely dinner?
8. It'll save you standing in line at the counter and waiting if you also get some of the Band-Aid bandages that are on sale.

REVIEW WORDS

awoke	digestible
atone	edible
Aladdin	forcible
Alaska	legible
tundra	sensible
wisdom	turbulent
gotten	steeped
final	decent
blossom	juggled
phantom	teenager
abundance	placed
acceptance	placated
insurance	ultra
observance	tangent
reluctance	aloft

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

schwa 'a' – Alaska – /ʊ/ – 'a' says /ʊ/ in an unstressed syllable

vowel suffix -ance – /ənce/ – turns adjectives into nouns;

vowel suffix -ence – /ənce/ – turns adjectives into nouns;

vowel suffix able, /ʌbəl/, turns verbs into adjectives;

vowel suffix ible, /ɪbəl/, turns verbs into adjectives;

vowel suffix age – /əge/ – forms nouns.

PRACTICE

1. What type of syllable? Place a checkmark in the correct column.

Syllable	Closed	Open	VCe	R-Controlled	Vowel Team	Cle
baf						
fle						
nee						
dle						
la						
cle						
war						
ble						
crin						
kle						

2. Complete the following chart. Write your answers in the spaces below each given word.

Add the suffix for 'in the past'	value	propel	confer	bar	crane
Add the suffix for 'one who'	dodge	outfit	dive	win	jive

3. Add the following suffixes to these base words. Which spelling is used (the

‘1+1+1’, or the ‘drop the e’)?

a. ‘ed’ to charge? _____

b. ‘ing’ to begin? _____

4. ch or tch?

sti_____

pa_____work

per_____ed

scor_____ing

unma_____ed

5. c, k, or ck?

mee_____

dis_____rete

s_____illset

_____omprehended

cli_____ers

6. ge or dge?

le_____

pu_____ plun_____

flan_____

mer_____

45.SCHWA MEDIAL SYLLABLES & SCHWA COMMON WORD ENDINGS

List 1

sensitive	identity
substitute	controversy
practicum	Canada
terminate	holiday
obliterate	Jupiter
magnificent	discovery
partition	university
horrible	

1. They wanted to take lots of photos of the macaroni craft that the kids made for their Father's Day celebration.
2. He found himself in quite a predicament after hitting reply all instead of sending the email just to his friend Amy.
3. The stands were filled with multitudes of people to watch the elimination match.
4. The corner delicatessen has a whole new range of meats.

List 2

Add 'al' to these words.

princip_____

cor_____

norm_____

hospit_____

glob_____

Add 'an' to these words.

org_____

Germ_____

Manhatt_____

cardig_____

hum_____

Add 'en' to these words.

abdom_____

barr_____

citiz_____

awake_____

childr_____

Add 'et' to these words.

brisk_____

cabin_____

hatch_____

alphab_____

pock_____

Add 'on' to these words.

butt_____

pers_____

bac_____

pris_____

mas_____

Add 'om' to these words.

ven_____

rans_____

cust_____

stard_____

fath_____

1. Her random symptoms in her colon caused her entire family to be concerned about her.
2. They felt abandoned because they seldom got the chance to get together.
3. Jennifer yelped when she was bitten through her jacket by the wasp.

4. When she saw what happened to the citron flavoured icing, she cried.
5. The officer wore a jacket that had metal buttons made of brass.
6. The marksman won the competition over the other shooters.

REVIEW WORDS

origin	benefit
apricots	telescope
communication	incident
captivity	explanatory
abandon	attack
gotten	lemonade
critical	attacking
person	striving
blossom	assets
division	bracketed

WHAT SAYS?

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| 5. | 10. |

SPELLING AND SENTENCE DICTATION

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

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REVIEW

Schwa Medial Vowel Sound (medial – in the middle of a word)

The schwa medial vowel sound says /ɪ/ as in:

- Incredible (4), celebrate (3), president (3), maximum (3), compliment (3)

The schwa medial vowel sound says /ʊ/ as in:

- ab/so/lute (3), syl/la/ble (3)

Any vowel can be unstressed, especially in the middle of a word. Be prepared to change a middle vowel sound to unstressed /ʊ/ or /ɪ/.

Common Unstressed Word Endings include:

-al, /ʊl/ – metal

-en, /ɪn/ – chicken

-et, /ɪt/ – jacket

-om, /ʊm/ – seldom

-on, /ʊn/ – button

PRACTICE

1. Underline the medial schwa vowel, or the schwa common word ending.

origin

apricots

communication

seldom

terrible

happen

benefit

hospital

2. Place a checkmark in the correct column.

Word	Closed	VCe	Open	R-Controlled	Vowel Team	Cle
al						
though						
en						
coun						
ter						
at						
tack						
lem						
on						
ade						

3. Add the suffix given to each word.

dizzy+ing+ ly

prime + ed

hope + ing

hug + ed

ripe + er

prim + er

quiz + ed

fine + est

tolerate + ed

name + less

46. VC/V SYLLABLE DIVISION

New Concept Words and Sentences: VC/V Syllable Division

List 1

cavern	clinic
rapid	study
tonic	menu
proper	magic
river	banish
civic	solid
punish	timid
limit	

1. I'm bubbling with excitement over our upcoming trip to Kenya and getting a chance to visit the reserves with all of the different wildlife.
2. Colin says that he's more interested in seeing the hippos and the tigers instead of just looking at a bunch of silly birds.
3. We'll stay on the limits of the reservation in a small cabin to give ourselves more chances to see the timid ones.

REVIEW WORDS

tacit

vomit

suburb

presence

quiver

novelty

rivet

conductive

sinister

punish

tornado

designate

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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- 3.

REVIEW

Syllable Division VC/V

If the first syllable divides after the consonant the vowel has a short vowel sound. Example: cǎb/in

PRACTICE

Circle the unstressed common word endings. Underline the unstressed suffixes.

ribbon

seasoning

homage

unmanageable

blossom

locket

sustenance

rivet

kingdoms

forgotten

Add the suffix for 'in the past' to these words.

atomize

inscribe

compartmentalize

subscribe

dredge

submit

Add the suffix for 'happening now' to these words.

describe

star

cite

manage

plan

occur

Add the suffix for 'one who' or 'comparing two' to these words, write the new word beside the given word.

foggy

easy

nice

pretty

copy

dirty

5. Add the suffix for 'comparing three or more' to these words, write the new word beside the given word.

brave

happy

hot

safe

cloudy

lucky

What type of syllable? Place a checkmark in the correct column.

Syllable	Closed	VCe	Open	R-Controlled	Vowel Team	Cle
tor						
na						
do						
sub						
urb						
nov						
el						

47. VOWEL TEAM EA /Ē/, /Ĕ/, /Ā/

New Concept Words and Sentences: ea /ē/

sealed	deals
repeated	weakest
dreaming	streamers
squeaky	teasing
healing	breamed
cheater	deagle
defeated	dispreaphing
beaded	cleable
jeans	zeaze
speaker	queatle
feasted	repreal
leading	desleaming

1. We went to the beach on Sunday and I treated myself as well as all of the children to ice cream sodas.
2. Will the next leap year come in 2019 or will it be in 2020?

3. If you intend to keep your marks up, you will need to read the entire sixteen chapters and not just leaf through some of the pages.
4. Delbert has been switched to the Steaming Bases Team and will be joining them for the playoffs.
5. We reserved twenty seats in the bleachers for the upcoming game they will have against the team from Atlanta.

New Concept Words and Sentences: ea /ě/ and /ā/

headgear	instead
break	tear
breakable	swearing
abreast	ready
feathery	breakfast
cleanse	

1. The entire cast of the production leapt with glee and felt a sense of peace when they saw the great report in the paper about their play.
2. She meant to spread the wealth around but then she decided to keep it for herself instead!
3. Even though Anna was the head of the clan, she handled a great deal of the day-to-day workload when required.

REVIEW WORDS

medical

threat

pleated

concerts

headstrong

dispensing

plainest

intervene

flea

continent

steadfast

Atlantic

heavy

streaked

throttle

haggling

swarthy

electrical

bleakest

treaty

leading

bail

arsenic

absolutely

squealed

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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- 2.
- 3.

REVIEW

Vowel Teams with more than one sound

ea – peach – /ē/

ea – bread – /ě/

ea – steak – /ā/

PRACTICE

1. Which sound is it? Place a checkmark in the column.

Word	ā	ě	Ē
streak			
steak			
least			
cleanse			
eager			
deacon			
peasant			
weather			
gear			
breath			

2. Underline the vowel team in these words. Read each word.

chaining

coastal

appealed

tiptoe

bleakest

doe

heaven

threatened

screened

subway

3. Underline the suffix. Scoop the syllables.

sleeveless

dreaming

trailers

scatterbrained

increasing

refugees

explaining

breaded

approaches

sweaters

48, LATIN ROOTS & WORD ENDINGS IC, CT, TURE

New Concept Words and Sentences: (ic)

Add “ic” to the syllables below and read the word

musi_____

phob_____

traff_____

fantast_____

drast_____

gastr_____

plast_____

eccentr_____

1. Many of the artifacts from the Titanic have sold for millions.
2. What did you do to the fabric after it was infested by beetles?
3. She said that gardening made her feel like she is connected to the entire cosmic world.
4. Martin was absolutely frantic that he couldn't find his cell phone.

New Concept Words and Sentences: ct

Add ct to the following words and read the word aloud

infe_____

dedu_____

infe_____ing

evi_____

infe_____ed

inta_____

abstra_____

inse_____

abstra_____s

prote_____ed

dire_____

1. The impact from the crash made a huge dent in the driver's side of the car.
2. Yuck! We had to dissect a frog and some mice in class today.
3. The film Judy watched had a huge effect on her and reduced her to tears.
4. A faint smell of paint lingered and was detected on entering the office.

Add 'ture' to these words.

frac_____

cap_____

lec_____

den_____

struc_____

1. Will you take a chance on getting a self-driving car in the future?
2. Abe got a picture of Jenny's face as she entered her surprise party and taped it up on the wall.
3. Have you noticed how a baby's face seems filled with adventure when they take their first steps?

4. It's pure torture when you're waiting for the marks on projects and tests.

Latin root 'ject' – to throw

subject

inject

dejected

Latin root 'struct' – to build

construct

instruct

destruct

Latin root 'tract' – to pull

subtract

extract

retract

REVIEW WORDS

tangled

decreased

culture

gained

extinct

tincture

compact

injects

inflicted

drastic

crumble

explains

gritty

superbly

concealed

undetected

pasture

rainy

fretted

furniture

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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- 2.
- 3.

REVIEW

Spelling Patterns:

The 'ct' ending in words indicates the Latin layer in the English language.

The 'ic' ending in words indicates the Latin layer in the English language. It is used at the end of words with more than one syllable.

Latin Roots

Latin root ject – /jěkt/ – means to throw – reject

Latin root struct – /strűkt/ – means to build – construct

Latin root tract – /trăkt/ – means to pull – subtract

PRACTICE

Circle the Latin root in these words

projected

instructing

retracts

dejection

deconstructed

contraction

subjects

distracted

rejects

construction

subtracting

rejecting

reconstructed

obstruction

Circle the Latin root in each word and identify the part of speech each word
(some may have more than one)

Word	Part of Speech
projected	
rejects	
rejection	
subjects	
conjecture	
distracted	
retracts	
subtracting	
structure	
construction	
deconstructed	
reconstructing	

Add the suffix for 'happening now' to these words.

rupture_____	replace_____
trudge_____	capture_____

Add the suffix for 'in the past' to these words.

picture_____	deface_____
engage_____	lecture_____

49. PREFIXES

List 1

Add pre- to these words.

_____fix

_____check

_____bill

_____clude

_____cede

_____dict

_____tend

_____empt

_____sent

_____fab

_____order

_____lude

1. They'll premix the concrete under the scaffold and take it up to the staging in a hurry.
2. They were planners so they preplanned the event from start to end down to the last detail.
3. He's going to prerecord the music for Jane's wedding to make sure there are no mistakes in the program.

List 2

Add prefix de- to these words.

_____caf

_____part

_____compose

_____compress

_____ice

_____cant

Add prefix dis- to these words.

_____tract

_____close

_____arm

_____card

_____band

_____content

Add prefix re- to these words.

_____post

_____claim

_____verse

_____warm

_____word

_____brand

Add prefix un- to these words.

_____tie

_____stick

_____chain

_____clip

_____safe

_____kind

1. They unpacked the car but they couldn't get things back in again.
2. The workforce for the valve industry were so disgruntled that they collectively went on a "work to rule" job action.
3. Detach the lock from the frame so it can be fixed.

4. Reinforce the stitching so it does not fall apart.
5. Unclench your fist so you can hold the pencil correctly.

List 3

Add prefix non- to these words.

_____destructive	_____breeder
_____caking	_____class
_____cling	_____combat

Add prefix pro- to these words.

_____tract	_____ceed
_____fane	_____fess
_____file	_____content

1. Each child gets to pick the program one day a week, and it saves arguments over the tv.
2. I've passed that place hundreds of times, but it's so nondescript that I didn't notice it.
3. He's a non-drinker, but Robert can party and dance just as hard or harder because he doesn't drink.
4. If you get the chance, you should try the non-alcoholic beer, it's not that bad.

List 4

Add chameleon prefix ac- to these words.

_____tivate

_____cent

_____rid

_____ronym

Add chameleon prefix ad- to these words.

_____vise

_____vance

_____mit

_____man

_____vent

_____vice

Add chameleon prefix com- to these words.

_____pete

_____bine

_____plete

_____press

_____plain

_____mend

Add chameleon prefix con- to these words.

_____duct

_____firm

_____strain

_____tent

_____strict

_____tent

Add chameleon prefix cor- to these words.

_____rect

_____relate

_____roded

_____responding

_____ruptly

_____rects

Add chameleon prefix im- to these words.

_____pass

_____plode

_____plore

_____press

_____mense

_____pede

Add chameleon prefix in- to these words.

_____duct

_____still

_____tense

_____tent

_____struction

_____tend

Add chameleon prefix ir- to these words.

_____responsive

Add chameleon prefix il- to these words.

_____lude

_____lusive

Add chameleon prefix sub- to these words.

_____contract

_____group

_____ject

_____merge

_____sist

Add chameleon prefix sus- to these words.

_____pense

_____tain

_____penders

_____pect

_____pecting

1. An adverb can describe a verb, an adjective or another adverb.
2. Glenda and Athena contemplated their relocation for twelve weeks before accepting their work contracts.
3. The corrosion on the car was so extensive that they decided to just scrap the car.
4. Collecting payments was not an enjoyable occupation.
5. The noise from the concrete mixer combined with the extremely dusty construction site made living in the apartment horrid.
6. They inserted the tinfoil into the explosive and stopped the attack just in time.
7. Wendy and Mitch confirmed that they had not informed their instructor that they would miss the third week of the term in time.
8. They lost some marks for this incomplete work.
9. Informers are people who tell insiders that something bad will happen.
10. You need to get instructions on the best way to imbed text and photos into the same page.

11. The world revolves around the basis of supply and demand.
12. Reading gets better when you can understand the meanings of suffixes and prefixes and how they can change words.
13. More and more these days, people are subscribing to Netflix or plugging in android boxes and getting rid of their cable TV subscriptions.

REVIEW WORDS

presented	revealed
backroads	unstoppable
gloating	presentation
vie	boaster
precast	gritty
unseemly	recharged
disuse	prepaid
unreachable	unfit
distract	disclaimer
reject	destruction

WHAT SAYS?

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

SPELLING AND SENTENCE DICTATION

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|-----|-----|
| 1. | 6. |
| 2. | 7. |
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| 11. | 12. |
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| 15. | |

- 1.
- 2.
- 3.

REVIEW

Prefix pre – /prē/ – means ‘before’

Prefix de – /dē/ – means ‘do the opposite’ or ‘out of’

Prefix dis – /dīs/ – means ‘not’ or ‘apart from’

Prefix un – /ŭn/ – means ‘not’

Prefix non – /nŏn/ – means ‘non’

Prefix pro – /prō/ – means ‘before’, ‘forward’, or ‘for’

Chameleon prefix ad; ab – says /ăd/ /ăb/ and means ‘to, or toward’

Chameleon prefix com; con; cor; col – says /kom/ /kon/ kor/ /kol/and means ‘together’.

Chameleon prefix in; im; il; ir – says /ĭn/, /ĭm/, /ĭl/, /ĭr/ and means not or into.

Chameleon prefix sub; suc; suf; sup; sus – says /sŭb/, /sŭc/, /sŭf/, /sŭp/, /sŭs/ and means ‘under’, or ‘below’.

PRACTICE

1. Add the suffix for ‘in the ‘past’.

disentangle_____

disgrace_____

deplete_____

retract_____

2. Add the suffix for ‘happening now’.

deduct_____

inject_____

subtract_____

grip_____

3. What type of syllable? Place a checkmark in the correct column.

Syllable	Closed	Open	VCe	R-Controlled	Vowel Team	Cle
su						
perb						
con						
clude						
de						
tect						
strug						
gle						
dis						
place						
rain						
fret						
sta						
ble						

4. Complete the following spellings

_____riss

_____cross

_____an

_____er

frea_____y

spe_____s

5. Use the Rabbit rule and the Cle syllable type to complete each word

gig_____

pud_____

wig_____

mud_____

rid_____

6. **ge or dge?**

splur_____

pa_____

we_____

ba_____

50. THE CHILDREN WITH ONE EYE: A CANADIAN FOLK TALE

READING STRATEGY

Careful reading. Many times, it is not enough to skim a text quickly. You will need to read it carefully to make sure you understand it properly.

How to read carefully

- Don't try to read carefully without skimming first. Have a general idea of what the text is about before you dive right in.
- Ask yourself what you want to learn from the reading. In other words, why are you reading it?
- Read with a pen or highlighter in your hand. You can underline or highlight important points, write notes in the margin, or otherwise mark up the text.
- Don't forget to review what you have read. It is easy to spend hours reading something, and then, when you are done, to not have a clue what you have just read. Repeat the information in the reading back to yourself or to someone else.

READING STRATEGY: ANALYSING NARRATIVE

What Does Narrative Mean?

Narrative means storytelling. The story can be fact (real), or it can be fiction (made up).

Questions to Ask

When you read a narrative account, think about the following elements of the story.

The Setting

Time

When does the story take place? Is it past, present, or future?

Are the events told in chronological order (the order in which they occur), or are there flashbacks?

Place

Where does the story take place? Is the place significant to the story?

The characters

How would you describe the main characters? Think about age, job, appearance, personality, and any other information you have. What is their relationship with other people in the story? Do any of the characters change as the story progresses? Does anyone learn anything?

The plot

Is there a conflict in the story? A problem to be solved? A decision to be made?

Where is the climax (the most important piece of action, or the turning point)?

How does the story end? Is the ending satisfactory to everyone?

The meaning and purpose

What can be learned from the story?

Why did the storyteller tell this story?

Your personal reaction

How did the story make you feel? What emotions did it inspire in you?

Does the story remind you of anything else you have read or heard about?

The analysis of narrative does not apply only to stories and books. You can use the same approach to look at TV shows, movies, plays, and even songs that tell a story.

THE CHILDREN WITH ONE EYE: A CANADIAN FOLK TALE

Read the following story carefully. The paragraphs are in the wrong order. Read each paragraph and decide on the correct order. The first is done for you.

Paragraph 1

Two little children, a boy and a girl, lived long ago with their widowed mother in the Canadian forest. The woman was very poor, for her husband had long been dead and she had to work very hard to provide food for herself and her children. Often she had to go far from home in search of fish and game, and at times she was absent for many days. When she went on these long journeys she left her children behind her, and thus they were allowed to grow up with very little oversight or discipline or care. They soon became very unruly because they were so often left to have their own way, and when their mother returned from her hunting trips she frequently found that they would not obey her, and that they did pretty much as they pleased. As they grew older they became more headstrong and disobedient, and their mother could do very little to control them. And she said, “Some day they will suffer for their waywardness.”

Paragraph ____

When she had finished making the basket the boy said, “I must finish cutting up the meat. Give me the eye.” So she brought him the eye, and he proceeded to chop up the meat and to put it in the basket. Then he said, “Why can we not have a meal here? I am very hungry.” His sister agreed that this was a good idea, and

he said, "You cook the meal while I pack the meat." The girl made a fire, but she was afraid she would burn the meat, so she said, "I cannot see to cook. I must have the eye." By this time her brother had finished packing the meat into the basket, and he brought her the eye and she went on with her cooking. The fire was low and she said, "I must have some dry wood. Bring me some dry pine." The boy wandered off into the forest in search of wood, but he had not gone far when he stumbled over a log and fell to the ground. He called to his sister in anger, saying, "You always want the eye for yourself. How can I gather dry pine when I cannot see? Give me the eye at once."

Paragraph ____

One day the woman went to visit a neighbour not far away. She left a large pot of bear fat boiling on the fire. And she said to the children, "Do not meddle with the pot while I am gone, for the fat may harm you if it catches fire." But she was not gone long when the boy said to the girl as they played around the pot, "Let us see if the fat will burn." So they took a burning stick of wood and dropped it into the fat, and stood looking into the large pot to see what would happen. The fat sputtered for an instant; then there was a sudden flash, and a tongue of flame shot upwards from the pot into the faces of the children. Their hair was burned to a crisp and their faces were scorched, and they ran from the house crying with pain. But when they reached the outer air, they found that they could not see, for the fire had blinded their eyes. So they stumbled around in darkness, crying loudly for help. But no help came.

Paragraph ____

His sister ran to him and helped him up and gave him the eye. She found her way back to the fire, but as she reached it she smelled the meat burning on the spit. She shouted, "The meat is burning and our dinner will be spoiled. Give me the

eye at once, so that I may see if the meat is cooked.” The boy was some distance away, and in his anger, he threw the eye to her, saying, “Find it. I am not going to walk to you with it if you are too lazy to come and get it.” The eye fell to the ground between them, and neither of them knew where it lay. They groped for it among the dead leaves, but as they searched for it, a woodpecker, watching from a branch of a tree nearby, swooped suddenly down and gobbled it up and flew away.

Paragraph ____

One day, when their mother was far away hunting in the forest, an old woman came along and asked the children for food. And they brought good food to her as she sat before the door. After she had eaten, she said, “You are blind, but I can help you, for I am from the Land of the Little People. I cannot give you four eyes, but I will give you one eye between you. You can each use it at different times, and it will be better than no sight at all. But handle it with great care and do not leave it lying on the ground.” Then she gave them an eye which she took from her pocket, and disappeared. So they used the one eye between them, and when the boy had the eye and the girl wished to see anything, she would say, “Give me the eye,” and her brother would carefully pass it to her. When their mother came home she was very glad when she found that they had now some means of sight.

Paragraph ____

As they were still searching for it, the old woman who had given it to them came along. She had been hiding among the trees, and she had seen the woodpecker flying away with her gift. She said, “Where is the eye I gave you?” “It dropped from my head,” answered the boy, “and I cannot find it in the grass.” “Yes,” said the girl, “it dropped from his head, and we cannot find it.” “You have lied to me,” said the old woman, “and you have disobeyed, and for that I shall punish you.”

And with her magic power she changed the boy into a mole and the girl into a bat, and said, “Now live blind upon the earth, with only your sense of sound to guide you.” At once the boy and the girl were changed. And so the Mole and the Bat appeared upon the earth.

Paragraph ____

When their mother came home she tried every remedy she thought might restore their sight. But all her medicine was unavailing, and she said, “You will always be blind. That is the punishment for your disobedience.” So the children lived in darkness for a long time. But they were no longer headstrong and unruly, and although they could no longer see, they were less trouble to their mother than they were when they had their sight, for they did not now refuse to do her bidding.

Paragraph ____

One day when their mother was away again, the boy went into the forest with his bow and arrows. He carried the eye with him. He had not gone far when he saw a fat young deer, which he killed. The deer was too heavy for him to carry home alone. So he said, “I will go and get my sister, and we shall cut it up and put it in a basket and carry it home together.” He went home and told his sister of his good fortune, and he led her to where the deer lay, and they began to cut up the body. But they had forgotten to bring a basket or a bag. He called to his sister saying, “You must weave a basket into which we can put the meat to carry it home.” And his sister said, “How can I make a basket when I cannot see? If I am to weave a basket, I must have the eye.” The boy brought the eye to her and she made a large basket from green twigs.

Source: https://www.worldoftales.com/Native_American_folktales/Native_American_Folktale_68.html

PRACTICE

Choose the correct answer for the following questions. Try not to look back at the story.

1. What is NOT true about the young children?
 - a) Their mother was a widow.
 - b) They had many neighbours.
 - c) They had very little money.
 - d) They were disobedient.

2. How did the children lose their sight?
 - a) They were attacked by a bear.
 - b) Their house burned down.
 - c) They were hurt with a stick of wood.
 - d) A pot of fat caught fire.

3. How did the children's behaviour change after going blind?
 - a) They became calmer and more obedient.
 - b) They refused to do as their mother wished.
 - c) They did not leave their house again.
 - d) They spent more time in the forest.

4. What did the old woman tell the children?
 - a) She could give them four new eyes.
 - b) She could give them two eyes.
 - c) She could give them one eye.

d) She could not help them to see again.

5. What did the boy do in the forest?

a) He killed a bear.

b) He killed a deer.

c) He made a basket.

d) He cooked dinner.

6. Why were the boy and girl frustrated with each other?

a) They were afraid the dinner would be burned.

b) They couldn't carry the deer back home.

c) They couldn't find any firewood.

d) They both needed the eye to do their jobs.

7. How did the eye get lost?

a) The girl dropped it into the fire.

b) The boy lost it in the forest.

c) The boy threw it to his sister.

d) A squirrel ate it.

8. How did the old woman feel when she saw the children?

a) Disappointed

b) Surprised

c) Confused

d) Overjoyed

WHAT SAYS?

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

SPELLING AND SENTENCE DICTATION

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REVIEW

Reading Strategy

Careful reading. Many times, it is not enough to skim a text quickly. You will need to read it carefully to make sure you understand it properly.

How to read carefully

- Don't try to read carefully without skimming first. Have a general idea of what the text is about before you dive right in.

- Ask yourself what you want to learn from the reading. In other words, why are you reading it?
- Read with a pen or highlighter in your hand. You can underline or highlight important points, write notes in the margin, or otherwise mark up the text.
- Don't forget to review what you have read. It is easy to spend hours reading something, and then, when you are done, to not have a clue what you have just read. Repeat the information in the reading back to yourself or to someone else.

READING STRATEGY: ANALYSING NARRATIVE

What Does Narrative Mean?

Narrative means storytelling. The story can be fact (real), or it can be fiction (made up).

Questions to Ask

When you read a narrative account, think about the following elements of the story.

The Setting

Time

When does the story take place? Is it past, present, or future?

Are the events told in chronological order (the order in which they occur), or are there flashbacks?

Place

Where does the story take place? Is the place significant to the story?

The characters

How would you describe the main characters? Think about age, job, appearance, personality, and any other information you have. What is their relationship with other people in the story? Do any of the characters change as the story progresses? Does anyone learn anything?

The plot

Is there a conflict in the story? A problem to be solved? A decision to be made? Where is the climax (the most important piece of action, or the turning point)? How does the story end? Is the ending satisfactory to everyone?

The meaning and purpose

What can be learned from the story?
Why did the storyteller tell this story?

Your personal reaction

How did the story make you feel? What emotions did it inspire in you?
Does the story remind you of anything else you have read or heard about?

The analysis of narrative does not apply only to stories and books. You can use the same approach to look at TV shows, movies, plays, and even songs that tell a story.

51. VOWEL TEAMS WITH Y

New Concept Words: Vowel Team ay

splay	freeway
away	overlay
display	nosegay
essay	wordplay
archway	yesterday

New Concept Words: Vowel Team oy

coy	corduroy
deploy	paperboy
employ	unemployed
ahoy	viceroys
tomboy	overjoyed

New Concept Words: Vowel Team ey /ē/ & /ā/

whey

jersey

abbey

heyday

obey

barley

parsley

chutney

valley

volley

New Concept Sentences: ay; oy; ey /ē/ & /ā/)

1. Floyd will come by on Thursday to help drain the septic tank and make sure that all of the key hallway pipes flush evenly.
2. Try this lotion, Joy. If employed quickly it should stop the itch from your allergy to parsley.
3. Nancy has asked that we turn in the essays she gave us to do for homework including our responses to her key questions.
4. She'll make spicy chutney using grey pepper, mangos, lime slices, and some thinly minced Chinese cabbage called bok choy and a shot of whiskey.

REVIEW WORDS

betrayal

decaying

surveyed

unaware

alloy

tattletale

annoying

germinate

simplistic

Hershey

suggestion

cloying

undistracted

motley

rejections

lamprey

mercy

unstructured

data

informal

pertinence

attainable

insistent

summoned

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

- ay – play – /ā/
- oy – boy – /oi/
- ey – monkey – /ē/
- ey – grey – /ā/

PRACTICE

1. Add the suffix for ‘in the past

ramble_____

tar_____

saddle_____

spot_____

cycle_____

grip_____

circle_____

rob_____

2. Add the suffix for ‘happening now’

paddle_____

snip_____

sniffle

dot

supervise_____

pin_____

suppose

tap

3. Add the correct vowel team with y to complete the words in the sentences below.

Tim was a b_____ with a pet monk_____.

The pet monk____'s name was Mitch.

Tim and Mitch like to pl_____ catch.

It was entertaining to see Tim and Mitch pl_____ catch.

It often seemed like a game of fetch rather than catch, but both Tim and Mitch seemed to enj_____ the time th_____ spent together.

52. VOWEL TEAM OI & OI-OY SPELLING, AI-AY SPELLING

New Concept Words: oi

avoided	disappointing
recoil	exploit
broiled	choice
co-joined	checkpoint

New Concept Words and Sentences: oi-oy Spelling Generalization

Add 'oi' or 'oy' to these words.

s_____led	gr_____n
j_____	j_____st
f_____l	rej_____cing
ballb_____s	depl_____
l_____n	spl_____n
b_____ling	fl_____
cordur_____	gr_____dle
h_____sted	br_____
v_____d	cr_____fle
empl_____	pr_____
_____nk	tr_____kle
aster_____d	squ_____

1. The Pointer Sisters have not made any albums since 2008.
2. Arvella was so happy to see her boyfriend when he arrived from Atlanta

that she danced for joy.

3. The menu items for our staff party include pork loin with roasted bok choy.
4. Email was supposed to make work life better, but it seems we toil harder today than in the past.

New Concept Words and Sentences: ai-ay Spelling Generalization

Add 'ai' or 'ay' to these words.

w_____l	dec_____
refr_____n	cl_____
mor_____	pl_____n
det_____n	_____lment
l_____	spl_____n
pr_____	inporl_____
st_____n	gl_____
h_____l	subterd_____
b_____liff	wh_____
aw_____	ingl_____n
betr_____	bl_____
bluej_____	dr_____m

1. Weeble is still a puppy, and he can be so amusing when he runs in circles trying to catch his tail.
2. When he gets tired of that, he gets exercise by chasing the many stray cats that roam the park across the street.
3. The old saying, "it's raining cats and dog" can be traced back to the 1600's.

REVIEW WORDS

celluloid

swayed

oyster

wailing

boycott

quails

unfailingly

obstetric

unreserved

inflammation

speckled

anointed

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

Vowel Team

oi – oil – /oi/

oi-oy Spelling Generalization

/oi/ is spelled oy at the end of words and oi everywhere else.
exception – oyster

ai-ay Spelling Generalization

/ā/ is spelled ay at the end of words and ai everywhere else.

PRACTICE

1. What part of speech are these words? Place a checkmark in the correct column.

	Noun	Verb	Adjective	Adverb
obstetric				
inflammation				
unreserved				
speckled				
unfailingly				
streamer				
increase				
debate				
station				
lonely				

2. Identify the words in these contractions.

should've

he's

you've

she's

wouldn't

they've

wasn't

he'll

don't

3. Make contractions from these words.

does not

they are

we have

they will

will not

I am

could not

I have

did not

4. Form the singular and plural possessive for these nouns using 's or s':

Subject noun	Possession	Singular Possessive	Plural Possessive
dog	bone		
shop	sale		
boy	tent		
horse	stall		
girl	dress		
player	cards		
witch	spell		
church	steeple		
cow	cud		
waiter	tray		

53. PREFIXES (INTER- & TRANS-), LATIN ROOTS (RUPT, PORT, MIS/MIT) & SUFFIXES (-LESS, -FUL & -MENT)

New Concept Words and Sentences: Prefixes inter- & trans-

Add the prefix inter to these words

_____cede

_____change

_____active

_____lace

_____mix

Add the prefix trans to these words

_____scribe

_____verse

_____form

_____pose

_____action

1. If you do not remember the code for the intercom in the complex Dale lives in, you will not be able to gain access to her apartment.
2. Lucy was transfixed as she peeped through the hole in the wall and saw the witch mixing potions and performing all sorts of spells.
3. We may think it is an intrusion, but the CSIS can intercept phone calls if they feel that there is a risk to public safety.
4. The extra space to the back of our home has made quite a transformation to the entire place.

Add the Latin root 'port' to these words

_____able

re_____ed

pass_____

trans_____

_____hole

Add the Latin root 'rupt' to these words

dis_____ive

e_____tion

inter_____tion

Add the Latin root 'mit' to these words

com_____ment

e_____ted

per_____

1. It was hard for first responders to react quickly to the growing emergency as the tornado had tumbled through the center of the valley and disrupted transportation in all directions.
2. At times, they had problems communicating because cell phone service would come and go intermittently.
3. The main office of the electric company was trying to transmit complaints regarding service to their workers, but cell transmissions were hard for them as well.

Add the suffix 'less' to these words

worth_____

age_____

form_____

shame_____

taste_____

Add the suffix 'ful' to these words

pain_____

fate_____

use_____

woke_____

hope_____

Add the suffix 'ment' to these words

agree_____

pay_____

amaze_____

attach_____

entitle_____

1. Lucy thinks it is tasteless but the painting hanging over the fireplace was done by a Dutch artist and it is extremely priceless.
2. There are endless numbers of people who are homeless because of wars that are raging worldwide.
3. The carpenters worked tirelessly through the day to complete the first section of the mansion.
4. Alanna is one of the most adept and graceful dancers that I have seen performing this kind of music.
5. She is not bashful at all with her many twirls, dips, jumps and kicks and she displays mastery in all of her dance expression.
6. Johanna enrolled in the NSCC Welding Program in the hopes that on completion it will better her chances to obtain a job.
7. The process began today and started with an assessment of her comprehension skills.

8. She hopes this will be a good investment because as a single mother she needs to provide for her children as well as gain advancement in her work.

REVIEW WORDS

transportation

uninterrupted

bafflement

intersession

unsuccessful

feckless

WHAT SAYS?

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| 1. | 6. |
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SPELLING AND SENTENCE DICTATION

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REVIEW

Prefix inter says /ĩnter/; means between – interact

Prefix trans, /trǎns/ means across – transatlantic

Latin root rupt says /rüpt/ and means ‘to break’ or ‘burst’ – erupt

Latin root port says /port/ and means ‘to carry’ - port-able

Latin root ‘miss/mit’ /mĩs/ /mĩt/ and means ‘to send’ – transmit

Suffix less says /lěs/ and means without; adjective – careless

Suffix ful says /fʊl/ means full of or being – hopeful

Suffix ment says /mĩnt/ means state of and makes words into nouns – statement

54. VOWEL TEAMS WITH W: OW, AW, EW

New Concept Words and Sentences: ow /ō/ & /ou/

List 1

glow	bowling
crowns	bow
frowny	bow
shower	slower
shower	endow
mow	avow
crow	prowl
drowned	clowns
chowder	mellow

1. The minnows swam in the shallow creek avoiding the fishing lines of the town people.
2. They'll not allow you to park downtown at this time of day.
3. How now brown cow!
4. The slow crow will fly below the hollow stump to pick up the marshmallow where it had been thrown down.

New Concept Words and Sentences: aw /**ă**/

List 2

jaw	awning
lawless	lawn
thawing	awfully
straws	gawk
fawn	prawn
awkward	guffaw

1. The show was so slow they yawned and yawned.
2. She was ashamed of the tawdry awning that hung over her lawyer's office entrance.
3. The Mohawk is a nation of huge pride.

New Concept Words and Sentences: ew /ū/ & /oo/

List 3

crew	shrewd
newt	screw
drew	askew
newborn	mildew
flew	pewter
withdrew	curfew

1. The wild crew of the sailing vessel had thrown all the gear over the deck and it was strewn everywhere.
2. Andrew was a shrewd lawyer and so was in demand by all the bad thugs in town.
3. The Dewdrop Inn had the best coleslaw and baked brown beans in the entire downtown core.

REVIEW WORDS

jowl

rowdy

curfew

trawling

rejoicing

newts

vainly

meaninglessly

correctively

chubby

accented

seesaw

embroidered

devoid

jigsaw

dappled

scrawled

beans

constructively

phosphates

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

Vowel Teams with 'w'.

ow – snow – /ō/

ow – plow – /ou/

aw – paw – /ǎ/

ew – few new – /ū/

ew – chews /oo/

PRACTICE

1. What type of syllable? Place a checkmark in the correct column.

Syllable	Open	Closed	VCe	R-Controlled	Vowel Team	Cle
jowl						
dy						
see						
saw						
cur						
few						
de						
void						
chub						
by						

2. Add the suffix for each of these words.

slam+ing

endear+ment

pickle+ing

force ful+ly

trump+ed

drip+y

encase+ed

bereave+ment

retail+er

construct+tion

55. GREEK (CH /K/) & FRENCH (CH /SH/) INFLUENCE

New Concept Words and Sentences: ch /k/

List 1

character	mechanic
chronological	technical
architect	

1. The chorus of that song is lovely and melodic.
2. Would you be able to give up all tech such as your phone for one day in your life?
3. A chimera (/kī/mera) is a monster with the head of a lion, the body of a goat, and the tail of a dragon.

New Concept Words and Sentences: ch /sh/

List 2

chagrin	chandelier
parachute	brochure
nonchalant	

1. The chiffon scarf that Debby wore completed her outfit perfectly.
2. Will you stop shaving and grow a mustache or beard for men's health

during the month that is referred to as 'Movember' (November)?

REVIEW WORDS

orchestra

chestnut

schwa

chatter

archive

crawled

drawling

sprawled

withdraw

shawl

brew

cashew

newer

newly

mildew

staining

essay

grainy

birthday

stained

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

There is both a Greek and French influence in the English language.

When ch says /k/ as in chrome, this is the Greek influence.

When ch says /sh/ as in chef, this is the French influence.

PRACTICE

Add the suffix to each of these words.

scar+ed

grim+ly

regret+ed

star+ing

frame+ed

appraise+ing

incure+able

humble+ed

Read the word, then check the box for the sound of the digraph ch.

Word	/ch	/k/	/sh
Church			
Christmas			
Chef			
Chronicle			
Chrome			
Check			
Tech			
Chalet			
bench			

56. VOWEL TEAMS WITH U: OU, AU, EU

New Concept Words and Sentences: ou /ou/

List 1

clouded	countless
scouts	surrounded
mound	flouncing
louse	denounced
house	ploundy
clout	frounder
rebound	gloundle
pouch	squounder
rounding	disbround
discount	introundle
couches	relound
ounces	declound

1. You'd better not park in that space or more than likely, your car will get impounded.

2. The eagle gained momentum as she found her way back to her chicks in the nest at the top of the bluff.
3. I like the crunch of alfalfa sprouts in cold dishes, but I prefer bean sprouts when I'm making a stir fry.
4. The mouse scampered under the couch, but it didn't take the cat long to find it and bounce it around until she got tired of playing.

New Concept Words and Sentences: au /ō/

List 2

saucy	daub
fraud	pause
haul	flaunted
taunt	taut
fault	audit

1. What is the place where she does her laundry called?
2. She likes to put hamburger meat in her tomato sauce.
3. The back end of a cat is its haunch and can launch the cat up when it jumps.

New Concept Words and Sentences: eu /ōō/ & /ū/

List 3

sleuth	eulogy
therapeutic	feudal

1. Eureka! I won ten million on the lottery.
2. Don't forget to get all your pets spayed or neutered.

REVIEW WORDS

saucer	studded
activation	lawful
flout	sleuthing
tangent	pit
scowling	pitted
disinfecting	smelt
cloudy	smelts
grumble	feuding
grumbling	applause
augment	blouse
augmentation	pausing
flinchingly	exploit
parched	neutered
fewer	shouted
stud	botched

WHAT SAYS?

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| 1. | 6. |
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SPELLING AND SENTENCE DICTATION

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REVIEW

Vowel Teams with 'u'

ou – ouch – /ou/

au – August – /ɔ̃/

eu – feud – /ū/

eu – deuce – /oo/

PRACTICE

1. Scoop the syllables. Mark above the type of syllable (VCCV, VCCCV, V/CV, VC/V). Mark vowel teams with one V.

steeple
underdog
complain
soya

cabin
mayday
ample
refrain

2. Is it 'ai' or 'ay'?

st____n
m____nt____n

for____
portr____

3. Is it 'oi' or 'oy'?

sirl____n
carb____

depl____
m____st

4. Place a checkmark in the column with the 'ey' sound you hear in these words.

Word	ā	ē
whey		
abbey		
obey		
parsley		
valley		
jersey		
heyday		
barley		
chutney		
volley		

5. Underline the prefix.

precede

readjust

detained

translation

unsettled

dismantle

intervene

present

57. IS STUDYING ART A WASTE OF TIME?

READING SKILLS: WHOSE IDEAS ARE THESE?

Is the Text Objective?

When you read, it is not enough to simply read and understand the information in the text. You need to read thoughtfully and question what you are reading. One of the best places to start when you are reading thoughtfully is with the author of the text, or with the people whose ideas are presented in the text.

In some cases, a text may not be objective or balanced in the information and opinions it presents. The author may support one point of view over another, or the people quoted in the article may present one-sided arguments. This is known as bias.

Bias is found in all kinds of writing: books, magazine articles, newspaper columns, letters to the editor of a newspaper, blog posts, social media posts, and academic journals.

How to Identify Bias

To figure out if someone's ideas are biased, ask yourself these questions:

Does the writer present only one side of an argument? Sometimes, you will find arguments in support of one side of an issue, and any other points of view are ignored.

Does the writer make generalizations without giving any evidence? Maybe there is not enough evidence to support someone's opinion, so it is omitted.

Does the writer use extreme statements that are designed to appeal to the reader's emotions?

Bias is particularly common in cases where someone wants you to act in a certain way—buy a product, vote for a candidate, or sign a petition, for example.

Where Does Bias Come From?

If a writer has a strong opinion about an issue, you need to consider where that opinion comes from. People are influenced by aspects of their own lives. Let's look at a controversial question in Canada: Is the legalization of marijuana a good idea? Some people will say yes, and others will say no.

Those in the “yes” camp might include younger people, those with more liberal attitudes towards society, and those who rely on marijuana for medical purposes. In the “no” camp you might find nervous parents of teenagers, people with more conservative attitudes, and people whose religion does not permit the use of drugs.

In general, bias might come from the following:

- age
- gender
- educational background
- job
- cultural background
- religion
- political beliefs

You should, however, avoid thinking that all people of a certain age, culture, or religion will have the same opinion on something. You may find an older person with very modern attitudes, or you may find a young person who is very conservative.

IS STUDYING ART A WASTE OF TIME?

1 The British Columbia Ministry of Education considers it important for students to participate in arts education as a means of building culture, exploring personal identity, and understanding the human experience. However, not everyone agrees. For some students, teachers, employers, and members of the community, studying art is a waste of time. The time and money invested in arts education would be better used in other areas. A number of people were asked for their opinion on this issue; here are their responses.

Heather, 17, high school student

2 They say people learn in different ways, and they express their ideas in different ways. I think that's true. I was diagnosed with dyslexia a few years ago, and I find writing quite challenging. Don't ask me to write a short story or a poem! I'm really good at expressing my ideas through visual media, though. Last term, I helped to paint an enormous mural on the wall of the auditorium at school. I used colour and shapes to highlight themes that are relevant to the school, and everyone loved it. It felt so empowering to know that I could do something well.

Jared, 21, college student

3 I hated my art classes in school. I never wanted to be an artist, or work in an art gallery, so I didn't see the point. I knew from an early age that I wanted to work as an outdoor adventure guide in the mountains, so it was more important

to me to focus on sports and fitness. I can't even draw a stick figure. Frankly, I can't tell a Picasso from a Monet or a Renoir, and I don't really care. They are just dead European guys—they have nothing to do with my life.

Ana, 34, social worker

4 I see a lot of troubled teens in my community, and I strongly believe that art can make them more resilient. Kids keep too much bottled up inside, and they need an outlet for their emotions. If they don't get one, they risk turning to drugs. In my religion, we are taught that making art is a form of spiritual expression; a lot of our art is about religious themes. I truly believe that there is a deep connection between creativity and mental health. To deny our young people the chance to develop a strong sense of themselves through art is to do them a great disservice.

Brandon, 23, server

5 I work in a busy family restaurant, and it's a pretty stressful job. Orders get mixed up, customers get impatient, kids are always screaming and running wild—sometimes I'm so tense that I want to explode. I find the best way to relax after work is to take my sketchpad and pencils up to one of the hiking trails above the town. I find a rock to sit on, and I sketch the trees, the leaves, the view, the chipmunks, the squirrels. I come back feeling so much more relaxed. Besides, it's cheaper than going to a bar to unwind!

Christine, 45, school principal

6 I would love to provide more in the way of arts education, but sometimes I just don't have the budget for it. The government keeps slashing our funding, and with all the cutbacks, sometimes we only have enough money for the basics. We have to prioritize basic skills like math and English. We can't afford to spend

money on frills like art, music, or drama. Our mandate is to ensure that all students graduate with a solid foundation in the core subjects, and we can't justify spending money on these fringe subjects at the expense of the key skills.

Steve, 36, CEO

7 I run a software design company, and you know who I like to hire? Young people who have studied art. I don't care about computer skills—we can teach them that—but what really makes a difference is how creative they are. If you want to design an app or a computer game, you have to have some original ideas. My best designers are not tech people; they are people who thrived on art lessons in school.

Robyn, 40, bank manager

8 In the world of work, we can't afford to have people being creative. Take my bank, for example. There is a way to do things, and there is no room for original ideas. You follow the standard procedures. I find it counterproductive when new hires come in here and think they have a better idea for how to do something. We don't have time for that. You need to get the job done efficiently and in a timely manner. We don't want people who think they are the next Picasso—we want people who follow instructions.

Bruce, 48, teacher

9 I've taught elementary school for the last 23 years, and there is nothing worse than trying to teach art to some kid who can't even draw a straight line. I'll get into trouble for saying that, but it's the truth. It's time to stop pretending that art is a useful subject. It isn't. We need to stop teaching this esoteric stuff and focus on what really matters, like math. We have kids today who can't add two numbers together, yet we still insist on this artsy nonsense. This needs to stop.

Noelle, 42, art gallery administrator

10 In my culture, the arts have great significance. I grew up learning how to express myself and my heritage through art, and I spent many happy hours in my youth drawing and painting the important aspects of my culture. It worries me when I see young people today playing with their phones, Snapchatting, Instagramming, Facebooking—where is the value in that? We live in a world that's more homogeneous all the time, and we risk losing our unique culture. Making art is one way to express who we are as a people, and we must not take that away from our kids.

Reg, 63, handyman

11 Learning about art might be fine as a hobby, but it isn't very useful, is it? Our society is changing, and we need to keep up with other places. We don't want to fall behind. The only way to get ahead is through technology. There are jobs today that didn't exist when I was young, like website designer and software engineer. We need to teach our young people real job skills so they can get good jobs in these areas. I didn't have that kind of training when I was young, and I don't have any real skills. Our kids deserve better.

PRACTICE

Which person's opinion is best summarized by each of the following statements? Write the letter next to each person's name in the spaces provided. Use each person only once.

- | | | |
|------------|--------------|-----------|
| a) Heather | b) Jared | c) Ana |
| d) Brandon | e) Christine | f) Steve |
| g) Robyn | h) Bruce | i) Noelle |
| j) Reg | | |

1. _____ Art can be beneficial to young people's mental wellbeing.
2. _____ There is no room for creativity in my workplace.
3. _____ Art has no relevance to my life.
4. _____ Individual cultures can be kept alive through art.
5. _____ Teaching art to kids with no artistic sense is a waste of time.
6. _____ It is more important to teach technological skills than art.
7. _____ Creative workers are preferable to those with technical skills.
8. _____ People express themselves in different ways.
9. _____ A school's limited budget should be allocated to core subjects.
10. _____ Making art is a great way to relieve everyday stress.

WHAT SAYS?

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

SPELLING AND SENTENCE DICTATION

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

- 1.
- 2.
- 3.

REVIEW

Reading Skills: Whose Ideas Are These?

Is the Text Objective?

When you read, it is not enough to simply read and understand the information in the text. You need to read thoughtfully and question what you are reading. One of the best places to start when you are reading thoughtfully is with the author of the text, or with the people whose ideas are presented in the text.

In some cases, a text may not be objective or balanced in the information and opinions it presents. The author may support one point of view over another, or the people quoted in the article may present one-sided arguments. This is known as bias.

Bias is found in all kinds of writing: books, magazine articles, newspaper columns, letters to the editor of a newspaper, blog posts, social media posts, and academic journals.

How to Identify Bias

To figure out if someone's ideas are biased, ask yourself these questions:

Does the writer present only one side of an argument? Sometimes, you will find arguments in support of one side of an issue, and any other points of view are ignored.

Does the writer make generalizations without giving any evidence? Maybe there is not enough evidence to support someone's opinion, so it is omitted.

Does the writer use extreme statements that are designed to appeal to the reader's emotions?

Bias is particularly common in cases where someone wants you to act in a certain way—buy a product, vote for a candidate, or sign a petition, for example.

Where Does Bias Come From?

If a writer has a strong opinion about an issue, you need to consider where that opinion comes from. People are influenced by aspects of their own lives. Let's look at a controversial question in Canada: Is the legalization of marijuana a good idea? Some people will say yes, and others will say no.

Those in the “yes” camp might include younger people, those with more liberal attitudes towards society, and those who rely on marijuana for medical purposes. In the “no” camp you might find nervous parents of teenagers, people with more conservative attitudes, and people whose religion does not permit the use of drugs.

In general, bias might come from the following:

- age
- gender
- educational background
- job
- cultural background
- religion

- political beliefs

You should, however, avoid thinking that all people of a certain age, culture, or religion will have the same opinion on something. You may find an older person with very modern attitudes, or you may find a young person who is very conservative.

58. SPELLING GENERALIZATIONS FOR AU/AW AND OU/OW

New Concept Words and Sentences: Spelling Generalization au/aw

Write au or aw on the line, then read the word.

dr_____back

fl_____n

colesl_____

sp_____n

_____ful

l_____nch

c_____

unl_____ful

s_____dust

dr_____in

t_____ny

f_____lt

Read the sentence aloud, then underline the vowel team making the /ō/ sound.

1. After the trip from Surrey to Dawson Creek, Paul was exhausted and promptly fell asleep.
2. The next morning, he woke up, yawned, and looked through all of the rooms in the house he was renting.
3. As he passed a window, he saw a fawn on the lawn in his backyard.

New Concept Words and Sentences: Spelling Generalization ou-ow

Write ou or ow on the line, then read the word.

pl_____

v_____ed

cr_____ch

sp_____ting

r_____

pr_____der

m_____nd

end_____

n_____

gr_____se

h_____

del_____se

Read the sentence aloud, then underline the vowel team making the /ou/ sound.

1. She could see by the gigantic pout on his face that the row that they had started in the morning was still going strong.
2. At the make-up dinner at the diner she ordered the Chinese chow dish based on the sample found on the countertop.
3. How did she like the dinner? Well, she found the chow dish was too peppery but the portion sizes were perfect.
4. With this lovely meal, they rekindled their love and now they feel even more profoundly about their relationship.

New Concept Words and Sentences: Spelling Generalization ou-ow

Write ou or ow on the line, then read the word.

c_____ch

sc_____l

fr_____n

gr_____nd

f_____nd

d_____ny

all_____

com_____nd

t_____n

pr_____ling

s_____th

surr_____nd

tr_____t

c_____l

dr_____n

Read the sentences aloud, then underline the vowel team making the /ou/ sound.

1. Let's go to the mall downtown instead of the big box stores out at Bayer's Lake Road.
2. That Saint Bernard in the pet store window is gigantic, but even with the spit dripping from his huge jowls he still looks cute.
3. I'm glad you didn't pick the pink gown with ruffles for the bridesmaids' dresses or you surely would have had a bunch of grumpy, growly women to deal with.

REVIEW WORDS

hacksaw

puzzle

transferring

seemingly

clowning

around

preferred

bandage

bandaged

gauze

unhappy

improper

intervene

downward

spiral

cause

causing

confuse

confusing

confusion

straws

brewing

sound

asleep

glow

glowing

neutered

repeatedly

discovering

purpose

WHAT SAYS?

1.

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SPELLING AND SENTENCE DICTATION

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- 1.
- 2.
- 3.

REVIEW

au-aw Spelling Pattern Generalization

- Spell /ɔ/ with au in the middle of words.
- Spell /ɔ/ with aw at the end of words or when the word ends in /n/ or /l/ (The traffic had drawn to a crawl). Exception haul. Note: There are no words in the English language that end with the letter u.

ou-ow Spelling Pattern Generalization

- Spell /ou/ with ou in the middle of words.
- Spell /ou/ with ow at the end of words or when the word ends in /n/ or /l/ (brown owl). Exception – foul. Note: There are no words in the English language that end with the letter u.

PRACTICE

1. Add the suffix to each of these words.

complete+ed	spit+ing	exchange+ed	ban+er	fuss+ed
serve+er	charge+ing	derange+ed	merge+er	absolve+ing
torment+ing	singe+ed	place+ed	mince+er	dim+est

2. Is it c, k, or ck?

che_____

bas_____et

_____iss

tri_____et

_____entral

mas_____

stu_____

_____apital

ba_____up

_____reek

3. Is it 'ch' or 'tch'?

pa_____

mar_____

lun_____box

rea_____

ba_____

stre_____

ha_____et

laun_____

sti_____

bran_____

4. Is it 'oi' or 'oy'?

b_____ling

tomb_____

j_____ful

b_____hood

sp_____led

5. Is it 'ai' or 'ay'?

ch_____ned

displ_____ed

f_____led

str_____ed

str_____ned

59. VOWEL TEAMS WITH MULTIPLE SOUNDS: OO, IE, AND OU

New Concept Words and Sentences: oo /oo/ & /oo/

List 1

stool	toolkits
shook	woodpile
choose	swooned
nook	hookup
drooling	droopy
hoody	bookends

1. Too bad that he's choosing a trade that is not a growth industry.
2. The new generation doesn't worry about making sure they have their checkbook with them.
3. Once they've pounded the foundation posts into the ground, they'll be set to begin building the deck.
4. Akerley campus has both the cooking and baking trades on campus.
5. For the first time, she's content with her painting and all the swooping splashes of yellow, brown, and gold that she used.
6. Getting infected with the hookworm parasite can cause a lot of damage to the small intestine.

List 2

thief	grief
diesel	niece
weiner	shriek
pierces	fiercest
wielded	chiefly

1. She was still grieving the loss of her first-born child at the time of her new trauma.
2. Yield to the blinking yellow traffic lamp at the crosswalk.
3. Their stay will be brief, but they'll pack in a lot of value while they are here.

List 3

group	route
coupon	recoup
caribou	

1. Julia decided that she would take a trip to Vancouver to visit her best friend.
2. The drive to the airport was in a cab with a rude and uncouth driver.
3. She was taking nougat candy for Dorothy, her friend's mother.

REVIEW WORDS

unsubscribe

smooch

surrounding

headquarters

incubation

gentlemen

supersized

guzzling

outlook

croup

whippoorwill

remission

retractable

aloof

impounds

crooked

undisputed

grief

raccoon

hookworm

beheaded

yea

overbearing

dismissive

projectile

WHAT SAYS?

1.

2.

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10.

SPELLING AND SENTENCE DICTATION

1.

2.

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10.

- 1.
- 2.
- 3.

REVIEW

Vowel Teams

oo – food – /oo/

oo – book – /oŏ/

ie, piece – /ē/

ou – soup – /oo/

PRACTICE

1. Which is the correct sound? Place a checkmark in the correct column.

Word	/oo/	/oŏ/
aloof		
smooch		
crooked		
raccoon		
hookworm		
outlook		

2. Which is the correct sound? Place a checkmark in the correct column.

Word	/ī/	/ē/	/ā/
tieback			
headquarters			
break			
tread			
leafing			
bleakly			
beheaded			
yea			

3. Which is the correct sound? Place a checkmark in the correct column.

Word	/ē/	/ī/
chief		
lied		
grief		
piece		
pie		

4. Circle the prefix and underline the suffix in each word.

unsubscribe

impounds

surrounding

undisputed

dismissive

remission

retractable

5. Add the suffix for 'happening in the past'.

guzzle

remit

relate

behead

supersize

6. Add the suffix for 'happening now'.

puzzle

allot

participate

remain

shop

7. Add suffix 'tion' or 'sion' to these words.

project

assert

incubate

decide

60. VOWEL TEAMS WITH I: EI /Ē/ & /Ā/ AND UI /ŌŌ/

New Concept words and Sentences: ei /Ē/ & /ā/ and ui /ōō/

List 1

protein	beige
receive	chow mein
neither	suit
seize	bruise
conceit	pursuit
veil	nuisance
skein	recruit

1. The wealthy sheik had founded numerous oil refineries in the Middle East.
2. She loved to make crafts but she refused to use skeins of beige yarn because she thought these were boring.
3. Despite falling down when wearing his best suit, Weird Al just suffered from a bad bruise.

REVIEW WORDS

Latin root 'tract': to pull

caffeine

weir

nuisance

explaining

practical

nautical

buddy

aspirations

detracting

contracted

deceitful

surveillance

cruise

conjoined

unsuitable

cautiously

marginally

centrifugal

retractable

WHAT SAYS?

1.

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SPELLING AND SENTENCE DICTATION

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2.

3.

REVIEW

Vowel Teams

ei, weird Neil, /ē/

ei, reindeer, /ā/

ui, fruit juice, /oo/

61. VOWEL TEAMS WITH GH: IGH /Ī/ AND EIGH /Ā/

New Concept Words and Sentences: igh /Ī/ and eigh /ā/

List 1

high	slight
thigh	weigh
bright	sleigh
fright	neigh

1. I have a large dog who weighs eighty pounds.
2. Can you put the dimmer on, so these lights won't be so bright?

New Concept Words and Sentences: Homophones

beef	beat	choose	chews	peek	peak
whole	hole	feet	feat	whale	wail
eight	ate	blew	blue	right	write

1. You will need to relax if you expect to heal the scrape that is on your heel.
2. If you're interested in getting a new sailboat, you should check out the sale taking place at Baily's.
3. Alberta has quite a diverse landscape. We will get on a plane to go see the Alberta Plains, and then hop another plane to see Cypress Hills.

REVIEW WORDS

unsightly

weighty

veined

replying

receive

cruise

frightful

fruitful

reject

gaudy

barnacle

articulate

articulating

remained

lawfully

illegal

eject

dejected

WHAT SAYS?

1.

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SPELLING AND SENTENCE DICTATION

1.

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10.

- 1.
- 2.
- 3.

REVIEW

Vowel Teams

igh – light – /ī/

eigh – eight – /ā/

Homophones

Two words that sound (phone) the same (homo) but have different spellings and different meanings.

Examples: ate, eight; right, write; weight, wait

PRACTICE

1. Underline the vowel team in these words

skein

sleigh

sleuth

fruitful

remained

clause

displaying

avowing

awful

slightly

2. Circle the suffix. Circle the prefix. Underline the Latin root. Scoop the

syllables.

replying

deveined

unsightly

transported

weightless

distracted

complaining

interchangeable

3. Add the suffix to make these words plural.

catch_____

nudge_____

crash_____

choose_____

strain_____

bandage_____

whine_____

gauge_____

storm_____

batch_____

4. Add the suffix for 'happening now'.

omit_____

slur_____

save_____

insure_____

repel_____

replace_____

issue_____

5. Add the suffix for 'comparing two'.

large_____

fit_____

wise_____

close_____

warm_____

slim_____

hard_____

trim_____

late_____

small_____

6. Match these homophones.

_____ which

_____ seam

_____ teem

_____ wine

_____ maid

_____ tray

_____ lye

_____ gait

_____ prey

_____ here

a. gate

b. whine

c. made

d. hear

e. witch

f. lie

g. pray

h. seem

i. team

j. trey

62. V/V SYLLABLE DIVISION & I/Ē/

New Concept Words and Sentences: V/V Syllable Division

List 1

meow	create
ruin	poem
fluid	

1. The neon lights flashed on and off and made geometric patterns on the sidewalk.
2. She had to read the manual twice before she understood how to use her new iPad.
3. She kept a diary of her vacation in Honolulu.

New Concept Words and Sentences: i /Ē/

List 2

portfolio	accordion
cardiac	champion
raffia	

1. The amphibian section of the museum is very interesting.
2. There's a huge scorpion and a boa constrictor!

3. We'll see as much as we can before we go out on the patio to have lunch.

REVIEW WORDS

Indian

meander

lion

mucus

second

chaotic

cactus

ridicule

idiotic

portfolio

truant

citrus

duets

triumph

catastrophically

cavern

WHAT SAYS?

1.

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SPELLING AND SENTENCE DICTATION

1.

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- 1.
- 2.
- 3.

REVIEW

V/V Syllable Division

Words can divide between 2 vowels. Less common.

Vowel

i, piano, /ē/ (in many cases, i says /ē/ when followed by another vowel)

PRACTICE

1. Which sound is it? Place a checkmark in the correct column.

Word	ĭ	ī	ē
triangle			
trimming			
piano			
flicker			
radio			
dialect			
vintage			
liable			
cardiac			
sliding			

63. (MORE) GREEK COMBINING FORMS AND Y /Ï/

New Concept Words and Sentences: y /Ï/

List 1

abyss	acrylic
cynic	gypsy
lyric	

1. While in Egypt we made sure to visit the museum.
2. The writing on the sarcophagus of the mummy was cryptic.
3. You would need to understand the cyphering of people in Egypt from eons ago.

New Concept Words and Sentences: Greek Combing Forms

Add the Greek combining form 'bio' to these words.

_____active	_____chip
_____electric	

Add the Greek combining form 'graph' to these words

_____ic	di_____
_____eme	

Add the Greek combining form 'geo' to these words.

_____active

_____chip

_____electric

Add the Greek combining form '(o)logy' to these words.

cosmo_____

crypto_____

eco_____

1. People no longer use phonographs, because music has all gone digital.
2. You need to have bio-degradable bags to put your food recycling in.
3. Global geography is one of the subjects available in the ALP Program.
4. Cosmology is defined as the study of the entire universe including its origins and evolution with time.

REVIEW WORDS

autograph

animation

geophysicist

admiral

motionless

nocturnal

cylinder

biotechnology

piston

systematic

chaos

cameo

virtual

reality

analyze

cabin

WHAT SAYS?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SPELLING AND SENTENCE DICTATION

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

- 1.
- 2.
- 3.

REVIEW

When y says /ɪ/, this is the Greek influence in the English language.

y – gym – /ɪ /

Greek combining forms:

- bio – means life
- graph/gram – written or drawn
- geo – means earth
- (o)logy – study of

These show the Greek influence on the English language. Words of Greek origin are found mainly in Science and Mathematics.

PRACTICE

1. Underline the Greek combining form in each word. Match each word to a sentence.

geologist autographs antibiotics cardiology diagram

- a. _____ is the study of the heart and diseases that may affect it.
- b. We'll need to look at the _____ at the front of the mall to locate that store.
- c. My brother is always studying rocks and hopes to be a _____ when he grows up.
- d. What kind of _____ did the doctor prescribe?
- e. Did you get any of the actors' _____ when you visited the Atlantic Film Festival opening night?
2. Circle the schwa suffix/common word ending in these words.

Canadian

reliance

commonly

intelligent

package

decipherable

crickets

bottoms

resilience

incorruptible

3. Which sound is it? Place a checkmark in the column.

Word	ā	ē	ě
leaking			
weigh			
key			
steadfast			
rake			
break			
veined			
prey			
breakage			
homestead			

4. Add the suffix to these words.

stumble+ed

hum+ing

crib+age

sever+ance

time+ly

need+less

resolute+tion

remember+ed

notice+able

sun+y

64. READING: SHAG HARBOUR UFO INCIDENT

READING STRATEGY

Using Online Sources

As you progress in your courses, you will start to work towards writing longer pieces, such as essays and reports. As you write longer texts, you will want to do some research to support your own arguments and ideas. For many students, the first place to look is often the internet.

There are over a billion websites in the world, and anyone with a computer or a smartphone can access them. The internet can be a great source of information—if you use it carefully. Keep in mind that anyone with basic computer skills can create a website, and anyone can say whatever they want; there is no control over the internet. It is possible that you will find information that is not correct, out of date, or extremely biased.

ONLINE RESEARCH: QUESTIONS TO ASK

The following questions will help you to decide whether or not a website is a good source of information.

What is the domain name?

What does the website address (the URL) end with? In Canada, educational sites end in .ca, and government sites end in .gc.ca; a site ending in .org is likely to be a non-profit site, such as a charity. Most sites you will find, however, end in

.com. This signifies that these sites are businesses. The purpose of the website might be to sell you something.

- Example: You are writing about the health benefits of carrot juice. You find a site that lists a vast number of reasons why you should drink large amounts of carrot juice. On closer examination, you find that the site ends in .com, and that it is a business—it sells carrot juice online, and the goal of the website is to encourage you to buy.

Who is responsible for the website?

Try to find out who maintains the website. Is it an individual, a group, a college? If there is an About section, see what you can find out about the author of the material. Ask yourself whether the author is biased, whether the site is giving you facts or opinions, and what the author's purpose is.

- Example: You are looking for information on the legalization of marijuana in Canada. You find a site telling you that there are no health concerns associated with marijuana, and that it is safer than cigarettes or alcohol. You look further, and you discover that the site is maintained by a group that has been putting pressure on the government to legalize marijuana. You realize that the group's information is likely to be biased.

How current is the website?

Scroll down to the bottom of the website to find out when it was last updated. You don't want to include out-of-date information in your writing.

- Example: You are writing about rates of lung cancer in B.C., and you are trying to find out whether these are increasing or decreasing. Your research is going well, until you realize that you are looking at statistics

from 2003. The information you need might have changed since that time.

Is the information accurate?

Don't believe everything you read on the internet! There may well be mistakes in what you find. If you have a feeling that something is not quite right, trust yourself. Try searching for the information somewhere else, perhaps on a more reliable website.

- Example: You are writing about smoking. You find a website that tells you that 3,600 Canadians smoke cigarettes every day. You think this sounds too low, so you go to a more reliable source: Statistics Canada, a government site. Here you learn that the true figure is around 3,600,000. The first website had clearly made a mistake with the number.

A NOTE ON WIKIPEDIA

Everyone loves Wikipedia! For many people, it is the first place they look for information. With over five million articles, Wikipedia is a good starting point. However, keep in mind that Wikipedia articles can be written by anyone. The information you read may not always be accurate. Wikipedia can be useful to get an overview of a subject, but use it with caution.

SHAG HARBOUR UFO INCIDENT

An Extraordinary Event

1 An extraordinary event in 1967 would practically put the small fishing village of Shag Harbor on the map. Located at the southern tip of Nova Scotia, this rural community would be host to one of the best-documented UFO events of

the past 40 years.

2 Named after the “shag,” a bird of the cormorant family, the harbour was literally left off most maps of the time, but that would be changed once and for all.

3 The tiny fishing community has always had its stories... stories of giant sea serpents, man-eating squid, and ghost ships. The list of local colours would see one more addition to its list: a story of a visit of a mysterious flying craft of unknown origin. This craft would visit the waters of Shag Harbor, permanently stamping the village’s name in the public eye.

Orange Lights in the Sky

4 The first indication of this mysterious occurrence would come from local residents who noticed strange orange lights in the sky on the night of October 4, 1967. Most witnesses agreed that there were four orange lights that evening. Five teenagers watched these lights flash in sequence, and then suddenly dive at a 45-degree angle toward the water’s surface. The witnesses were surprised that the lights did not dive into the water, but seemed to float on the water, approximately one-half mile from the shore.

5 Witnesses at first thought they were watching a tragic airplane crash, and quickly reported as much to the Royal Canadian Mounted Police, which was located at Barrington Passage. Coincidentally, RCMP Constable Ron Pound had already witnessed the strange lights himself as he drove down Highway 3 in route to Shag Harbor. Pound felt that he was seeing 4 lights, all attached to one flying craft. He estimated the craft to be about 60 feet long.

The Response

6 Constable Pound made his way to the shore to get a closer look at the phenomenal sight. He was accompanied by Police Corporal Victor Werbieki,

Constable Ron O'Brien, and other local residents. Pound clearly saw a yellow light slowly moving on the water, leaving a yellowish foam in its wake. All eyes were glued on the light, as it slowly either moved too distant to be seen or dipped into the icy waters.

7 Coast Guard Cutter #101 and other local boats rushed to the spot of the sighting, but by the time they arrived, the light itself was gone. However, the crewmen could still see the yellow foam, indicating that something had possibly submerged. Nothing else could be found that night, and the search was called off at 3:00 AM.

8 The RCMP ran a traffic check with the Rescue Coordination Centre in Halifax, and NORAD radar at Baccaro, Nova Scotia. They were told that there were no missing aircraft reported that evening, either civilian or military.

The Report

9 The following day, the Rescue Coordination Center filed a report with Canadian Forces Headquarters in Ottawa. This report stated that something had hit the water in Shag Harbor, but the object was of “unknown origin.”

10 The HMCS Granby was ordered to the location, where divers searched the bottom of the ocean for several days, but without positive results.

11 Soon, the story of the mysterious crash at Shag Harbor died as quickly as it had begun. That is, until 1993. As the original story faded from papers and newscasts, several theories were put forward. One explanation was that a Russian spacecraft had crashed, which would explain the presence of a Russian submarine in the area. There was also the rumor of American involvement in the follow-up investigation, but there was no official statement from the United States.

Chris Styles

12 The Shag Harbor incident would have new life breathed into it through the efforts of MUFON investigator Chris Styles. The case intrigued him so much that he decided to search for more details. Styles found the names of many of the original witnesses through newspaper clippings and was able to interview many of them.

13 Styles was assisted by MUFON investigator Doug Ledger. These two men would uncover some extremely compelling evidence through their interviews. They discovered that when the divers of the Granby finished their work, the case was not over, after all.

14 The divers, along with other witnesses related these events: The object that dove into the waters of the harbour had soon left the Shag area, traveling underwater for about 25 miles to a place called Government Point, which was near a submarine detection base. The object was spotted on sonar there, and Naval vessels were positioned over it. After a couple of days, the military was planning a salvage operation, when a second UFO joined the first. The common belief at the time was that the second craft had arrived to render aid to the first.

The Navy

15 At this time, the Navy decided to wait and watch. After about a week of monitoring the two UFOs, some of the vessels were called to investigate a Russian submarine that had entered Canadian waters. At this point, the two underwater craft made their move. They made their way to the Gulf of Maine and putting distance between themselves and the chasing Navy boats, they broke the surface and shot away into the skies.

16 These extraordinary events were corroborated by many witnesses, both civilian and military. Unfortunately, the reports were given “off the record.” Ex-military personnel feared the loss of their pensions, and civilian witnesses feared ridicule, and their privacy being invaded. The unusual events of Shag Harbor command an important place in the study of UFOs. There is little doubt that something “unknown” crashed into the waters of Shag Harbor on October 4, 1967.

- Written by: B J Booth

To learn more about the UFO Incident of 1967, visit the Shag Harbour UFO Incident Centre – 5615 Highway 3, Shag Harbour, Nova Scotia
Phone: 902-723-0244

- Shag Harbour UFO Incident Society –<https://www.facebook.com/shagharbourUFO>
- Mysteries of Canada – Shag Harbour UFO –
<http://www.mysteriesofcanada.com/nova-scotia/shag-harbor-ufo/>
- Shag Harbour UFO XPO – <https://shagharbourufoexpo.com/>

PRACTICE

Find a word or expression in the reading that means the following. Paragraph numbers are given to help you.

1. beyond what is usual, ordinary, regular, or established (para. _____) (adjective)
2. a bird of the cormorant family (para. 2)
_____ (noun)

3. full of, characterized by, or involving mystery (para. _____) (adjective)

4. observed an event (para. 5)
_____ (verb)

5. went under the surface of water or any other enveloping medium (para. 7)
_____ (verb)

6. contemplation or speculation; guesses or conjecture (para. _____) (noun)

7. a formal meeting in which one or more persons question, consult, or evaluate another person (para. 12)
_____ (noun)

8. something that tends to prove or disprove something; ground for belief; proof (para. 13)
_____ (noun)

9. a method for detecting and locating objects submerged in water by echolocation (para. 14)
_____ (noun)

10. speech or action intended to cause contemptuous laughter at a person or thing; derision (para. 16)
_____ (noun)

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

Reading Strategy – Using Online Sources

As you progress in your courses, you will start to work towards writing longer pieces, such as essays and reports. As you write longer texts, you will want to do some research to support your own arguments and ideas. For many students, the first place to look is often the internet.

There are over a billion websites in the world, and anyone with a computer or a smartphone can access them. The internet can be a great source of information—if you use it carefully. Keep in mind that anyone with basic computer skills can create a website, and anyone can say whatever they want; there is no control over the internet. It is possible that you will find information that is not correct, out of date, or extremely biased.

Online Research: Questions to Ask

The following questions will help you to decide whether or not a website is a good source of information.

What is the domain name?

What does the website address (the URL) end with? In Canada, educational sites end in .ca, and government sites end in .gc.ca; a site ending in .org is likely to be a non-profit site, such as a charity. Most sites you will find, however, end in .com. This signifies that these sites are businesses. The purpose of the website might be to sell you something.

- Example: You are writing about the health benefits of carrot juice. You find a site that lists a vast number of reasons why you should drink large amounts of carrot juice. On closer examination, you find that the site ends in .com, and that it is a business—it sells carrot juice online, and the goal of the website is to encourage you to buy.

Who is responsible for the website?

Try to find out who maintains the website. Is it an individual, a group, a college? If there is an About section, see what you can find out about the author of the

material. Ask yourself whether the author is biased, whether the site is giving you facts or opinions, and what the author's purpose is.

- Example: You are looking for information on the legalization of marijuana in Canada. You find a site telling you that there are no health concerns associated with marijuana, and that it is safer than cigarettes or alcohol. You look further, and you discover that the site is maintained by a group that has been putting pressure on the government to legalize marijuana. You realize that the group's information is likely to be biased.

How current is the website?

Scroll down to the bottom of the website to find out when it was last updated. You don't want to include out-of-date information in your writing.

- Example: You are writing about rates of lung cancer in B.C., and you are trying to find out whether these are increasing or decreasing. Your research is going well, until you realize that you are looking at statistics from 2003. The information you need might have changed since that time.

Is the information accurate?

Don't believe everything you read on the internet! There may well be mistakes in what you find. If you have a feeling that something is not quite right, trust yourself. Try searching for the information somewhere else, perhaps on a more reliable website.

- Example: You are writing about smoking. You find a website that tells you that 3,600 Canadians smoke cigarettes every day. You think this sounds too low, so you go to a more reliable source: Statistics Canada, a government site. Here you learn that the true figure is around 3,600,000.

The first website had clearly made a mistake with the number.

A NOTE ON WIKIPEDIA

Everyone loves Wikipedia! For many people, it is the first place they look for information. With over five million articles, Wikipedia is a good starting point. However, keep in mind that Wikipedia articles can be written by anyone. The information you read may not always be accurate. Wikipedia can be useful to get an overview of a subject, but use it with caution.

65. SILENT LETTERS

New Concept Words and Sentences: Anglo-Saxon – gh, gn, kn, mb, mn,wr

List 1

malign	ghoul
gnaw	ghetto
feign	knotty
arraign	knead
crumb	knew
climb	known
dumb	scent
plumber	scene
column	ascend
autumn	descent
condemn	wrangle
hymn	wrap
aghast	wring
ghostly	wrestle

1. We were quite amazed at all the new and wonderful designs from up and coming Halifax designers.
2. I became numb with fear when I saw the eight tentacles come out of the sea cave.
3. The funeral was a solemn occasion and many people cried as the eight pallbearers carried the casket out of the church.
4. Ghee is clarified butter that is often used in East Indian cooking.
5. Justin has a knack for being able to stuff his knapsack with everything in perfect order.
6. I wracked my brain forever trying to remember where I'd hid my money.
7. The injury has caused my sciatic nerve to act up on occasion.

New Concept Words and Sentence: Greek Influence – ps, pn

pseudonym

psychic

pneumonia

pneumatic

1. Psoriasis is a skin condition that leaves red, blotchy patches that are covered with white scales on your body.

New Concept Words and Sentences: French Influence – gue, que

fatigue

epilogue

critique

boutique

1. The statues perched on the top of the columns were really grotesque.

2. Is it only me, or have you noticed that Janice has a certain mystique about her?

REVIEW WORDS

kneecap
plumber
veined
replying
receive
cruise
ghetto
fruitful
logical
Ghana

condemn
barnacle
articulate
remained
campaign
wrath
scientific
catalogue
reject
dejected

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

Silent Letters – Anglo-Saxon Layer

gh – ghost – /g/

kn – knee – /n/

wr – wrench – /r/

gn – sign – /n/

mb – thumb – /m/

mn – hymn – /m/

66. SPELLING WITH 'Y' BEFORE VOWEL SUFFIXES

New Concept Words

Add -er to these words:

nasty

angry

dry

funny

happy

fancy

Add -est to these words:

nasty

angry

dry

funny

happy

fancy

Add -ful to these words:

notice how the y sound can change to short i before adding this suffix

Fancy

mercy

Add -ly to these words:

notice how the y sound can change to short i before adding this suffix

Nasty

angry

REVIEW WORDS

relies

sale

respect

sail

tepid

pail

relied

pale

cloudy

crawled

relying

rely

corny

crawled

precinct

inspect

read

inspection

reed

inspected

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

Change the 'y' When Adding Suffixes Spelling Rule

1. If a consonant comes before the 'y', change the 'y' to 'i' before adding the suffix.

Examples: cry + -es = cries; city + -es = cities; dry + -ed = dried; apply + -ed = applied; carry + -ed = carried; marry + -es = marries

2. If a vowel comes before the 'y', keep the 'y' and add the suffix.

Examples: boy + -s = boys; monkey + -s = monkeys;
enjoy + -s = enjoys

3. There is no need to change the 'y' when adding suffix 'ing'.

Examples: crying; drying; copying; applying; enjoying; carrying; marrying

PRACTICE

1. Add the suffix to each word. Write the new word in the column that matches the rule you used.

Word	Drop the 'e'	CVC Doubling	Change 'y' to 'i' and add 'es'.
hanky+es			
sully+ed			
plot+er			
describe+ing			

2. Add the suffix given to each word.

army + es	carry + er
cry + ed	ugly + est
hurry + ing	fancy + ful
suit + ed	man + ish
scar + ed	worry + ed
lively + est	weary + ed
loose + est	reserve + ed
improvise + ing	trellis + es

67. LATIN CONNECTIVES (TI, CI, TU)

New Concept Words and Sentences: ti /sh/

List 1

potential	confidential
substantial	martial
dietitian	

1. The initial examination lasted less than we thought it would.
2. My Favorite Martian was a popular TV show in the 1960s.
3. Judges remain impartial until all evidence has been presented, then they decide on guilt or innocence.

New Concept Words and Sentences: ci /sh/

List 2

artificial	commercial
mathematician	official
glacial	prejudicial
politician	electrician
financial	optician

1. We will need to call the photocopy technician to fix the photocopier.

2. Officially, the man will be charged with murder.

New Concept Words and Sentences: tu /choo/

List 3

habitual

mutual

tarantula

spiritual

Portugal

1. Virtual reality gaming is one of the hottest trends and some people will get hysterical if you try to take their gaming equipment from them.
2. Which virtue do you believe is most important in life?

REVIEW WORDS

mortician

slogan

conference

eventually

instance

obstetrician

infatuated

especially

orphan

political

punctuate

reversible

partial

abandon

deliverance

factual

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

Latin Connectives

- connects word endings to base words
- connective ti /sh/
- connective ci /sh/
- connective tu /choo/

Spelling Pattern Generalization:

- Use -cial -cian after a vowel, like after the vowel 'o' in social, 'e' in special, 'i' in beneficial

- Use -tial -tian after a consonant, especially, after 'n' in substantial, essential, and 'r' in partial

PRACTICE

1. Underline the connective 'ci', 'ti' or 'tu' in these words.

mortician

ritualistic

obstetrician

especially

perpetuate

partial

2. Choose the correct spelling of cial or tial for these words.

confiden_____

offi_____

creden_____

so_____

cru_____

impar_____

essen_____

poten_____

fa_____

ra_____

judi_____

residen_____

3. Add the correct form of the chameleon prefix to each of these words.

subcessful

conrection

inresponsible

subficient

confortable

imlegal

sucmission

cortractor

inpossible

sufpision

68. SUFFIX -OUS, SPELLING CHOICE OUS/US & CAL/CLE

New Concept Words and Sentences: -ous (adjective)

List 1

dangerous

continuous

famous

hazardous

marvellous

1. Celebrities have the most glamorous gowns when they walk the red carpet at the Academy Awards.
2. They try to outdo each other because they are envious of the gown someone else is seen in.
3. It is a joyous event for some in attendance, but for those who don't win, it can seem like it is never ending.
4. The music for the show is always harmonious and in keeping with the themes of the different films that are being showcased.

List 2

enorm_____

camp_____

bon_____

raven_____

numer_____

unanim_____

cens_____

griev_____

surpl_____

muc_____

1. Have you seen the spacious apartment that Selena is renting for a fraction of what I pay for this tiny place?
2. When you live in the north end of Halifax versus the south end of Halifax, you can get more for your money.
3. Let's not stay inside today, the weather is absolutely glorious, and a walk to Point Pleasant Park will be a treat.
4. We can also take a visit to the Public Gardens and take photographs of all the fabulous crocus flowers that are in bloom.

List 3

tropi_____

histori_____

mana_____

classi_____

numeri_____

mus_____

obsta_____

criti_____

medi_____

popsi_____

1. The article about the lady who just had quintuplets was in this morning's paper.
2. A person with OCD has the neatest house because they do everything in a methodical manner.
3. The office downtown that my uncle works in is full of nondescript cubicles that are interchangeable.
4. Since you'll be here for awhile, you can put the charger for your iphone into that electrical outlet.

REVIEW WORDS

alphabetical
furious
superstitious
astronomical
vertically
infectious
cuticle
particle
vocal
fluctuating
recycle
gloriously

walruses
rambunctious
receptacle
pretentious
status
fungus
miracles
virus
instantaneous
virtuous
biological
icicles

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

Vowel Suffix

Vowel suffix ous says /ūs/ – means ‘full of’ or ‘being’ and forms adjectives – dangerous

Spelling Generalization Pattern ous/us

Words that are adjectives end in ‘ous’. Words that are nouns end in ‘us’. – famous, campus

Spelling Generalization Pattern cal/cle

Words that are adjectives end in ‘cal’. Words that are nouns end in ‘cle’. – musical, muscle

PRACTICE

Choose 'ous' or 'us' for the following words:

camp

nerv

marvel

walr

fung

Choose 'cal' or 'cle' for the following words:

practi

specta

medi

obsta

radi

69. VOWEL TEAMS /ER/ AR, OR

New Concept Words and Sentences: ar /er/

List 1

blizz_____d

begg_____

must_____d

stand_____d

burgla_____

1. Did you ever hear of the expression, “the nectar of the gods”?
2. Don’t you just love the lessons we get in grammar?! Not!!!
3. I think it will look better if you move the couch forward about three inches.
4. Due to global warming, the polar ice caps are shrinking more and more every year.

List 2

terror

sector

tractor

contractor

inspector

1. There are some students who are mentors to other students, especially to students who are new.

2. A proctor is a person who oversees the people in the room while they are taking a test.
3. Thank you Jess I appreciate your candor and am glad that you are comfortable about being truthful with me.

REVIEW WORDS

tremendous

political

impetuous

custard

bicycle

quarterly

compressor

responsible

respectable

standardization

factual

collector

conductor

geological

cellar

mucus

congratulate

investor

congratulations

hangar

nature

natural

solar

error

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

ar says /er/ in a final unaccented syllable.

or says /er/ in a final unaccented syllable.

PRACTICE

1. Circle the suffix(es). Circle the prefix.



*Example of how to scoop and
identify vowels and consonants*

Place a V above the vowels.

Place a C above the consonants.

Scoop the syllables.

What syllable division type do you see?

solar

lambing

idiotic

chaos

meander

scientifically

portfolio

ghostly

physical

column

1. Check a dictionary to find the meaning of these words and what part of speech they are.

Word	Meaning	Noun, Verb, Adjective or Adverb
writhing		
catastrophy		

2. Choose 'us or 'ous' to complete these words.

cact_____

humor_____

cavern_____

3. Add the suffix given to each word.

pore + ous
relieve + ing
compare + able
shaky + ly
rely + able
remit + ance
sole + ly
chew + y
scurry + ed
revise + sion

4. Underline the 'ar or 'or' with the /er/ sound in the following sentences.
Circle the words that have vowel teams.

- a. The jugular vein, located in the neck drains blood from the brain, face, and neck.
- b. What color did your niece say she wanted the bathroom painted?
- c. Was it the creamy blue or the lunar yellow?
- d. I will need to put in an insurance claim for the shoes that the orthopedic doctor deems necessary for me to have.
- e. What extracurricular activities do you participate in after school?

70. GREEK COMBINING FORMS (PHONO, PHOTO, TELE, METER/METR)

New Concept Words and Sentences: phono & photo

List 1

_____copy

_____engrave

_____gram

sym_____

hydro_____

1. Did you ever think that the phone you can't live without today actually came from the ancient Greek word 'phono' that means sound?
2. Ashley takes selfies constantly and always looks fantastic because she's very photogenic.
3. Photosynthesis is a chemical reaction that takes place inside a plant, producing food for the plant to survive.

List 2

_____scope

geo_____ic

_____pathy

iso_____ic

_____cast

1. A telephoto lens allows you to capture a subject that is far away or to magnify the subject in your frame.
2. Telegrams are no longer used to send messages across distances because all we need to do these days is send texts through our phones.
3. Canada used to use the imperial measurement system as they do in the

United States, but in the 70's, we switched to using the metric system of measurement.

4. There are only three countries located on three different continents in the world that still use the imperial system instead of the metric system.
5. The countries still using this form of measurement are Liberia in Africa, Myanmar in Southeast Asia, and the United States in North America.

REVIEW WORDS

furious	acceptable
situation	symmetrical
irresponsible	stupor
photokinesis	treated
telescopic	proudest
outstanding	flowering
symptoms	stupendous
passages	soothing
phoneme	unbreakable
cheddar	treads
tackling	surreptitiously
telecommunication	brainy

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

- phon/phon(o) is a Greek combining form that means 'sound'
- photo is a Greek combining form that means 'light'
- tele is a Greek combining form that means 'distance'
- meter/mettr is a Greek combining form that means 'measure'

PRACTICE

1. Match the Greek Combining forms to their definition.

_____meter/metr	a. study of
_____geo	b. life
_____tele	c. writing or drawing
_____bio	d. measure
_____ (o)logy	e. sound
_____photo	f. earth
_____phono	g. light
_____graph/gram	h. distant

2. Match the Latin roots to their definition.

_____ject	a. to built
_____mis/mit	b. to throw
_____port	c. to pull
_____rupt	d. to send
_____struct	e. to carry
_____tract	f. to break or burst

3. Add the suffixes to these words.

pore + ous
magnify + ing
unstop + able
accept + ance
occur + ence

4. Is it an adjective a noun or a verb? Place a checkmark in one of the columns.

Word	Adjective	Noun	Verb
comical			
crocus			
joyous			
cubicle			
musical			

71. LATIN ROOTS: FORM, SCRIB / SCRIPT, SPEC / SPECT / SPIC, FLECT / FLEX, DIC / DICT, SPIRE

New Concept Words: form	
deform	reforming
formation	formulate
formal	

New Concept Words: scrib / script	
subscribe	describe
inscription	scibble
transcribe	

New Concept Words: spect / spec / spic	
inspection	specify
suspect	special
prospect	

New Concept Sentences: scrib/script; spect/spec/spic

1. Scientists and chemists work with varying Formulas on a regular basis.
2. Did the doctor give you a prescription for the rash or did he suggest an over the counter medication?

3. The food inspector visited the Chinese restaurant down the street because of rumours that some of the chicken wings didn't taste like chicken wings.

New Concept Words: flec / flex	
reflection	deflect
flexibility	reflector
reflective	

New Concept Words: dic / dict	
addict	indicative
contradict	dedicate
vindicate	

New Concept Words: spire	
spirit	transpire
expire	respirator
uninspiring	

New Concept Sentences: flec/flex; dic/dict; spire

1. The dictators of many countries around the world treat their citizens horribly and often imprison and torture them.
2. There are new conspiracy theories popping up every day about whether or not the government is telling the truth about alien visitors from outer space.

3. It is important to be flexible in the world of business today in order to keep up and compete with the ever-shrinking global community.
4. What is the weather person predicting for today's forecast, sun or rain?
5. When it's time for me to take a test or give a presentation I try to wear clothing that doesn't show how much I'm perspiring.

REVIEW WORD LIST

inflexible	psychological
disrespect	league
manuscript	indication
information	subscribe
punctual	formality
circumspect	reasoning
scribbling	caution
misinformation	specifications
pharmacy	campus
conspiring	ventricle

WHAT SAYS?

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SPELLING AND SENTENCE DICTATION

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REVIEW

- Latin root ‘form’ – to shape or form
- Latin root ‘script’/’scrib’ – to write
- Latin root ‘spec’/’spect’/’spic’ – to see
- Latin root ‘flect’/’flex’ – to bend or curve
- Latin root ‘dic’/’dict’ – to say or tell
- Latin root ‘spire’/’spir’ – to breathe

PRACTICE

Syllable	Closed	Open	VCe	R-Controlled	Vowel Team	Cle
sttepl						
carefree						
underdog						
mayday						
complain						
ample						
soya						
refrain						

Is it 'ai' or 'ay'? Is it 'oi' or 'oy'?	
st_____n	for_____
m_____nt_____n	portr_____
sirl_____n	depl_____
carb_____	m_____st

Underline the prefix in these words.	
precede	unsettled
readjust	dismantle
detained	intervene
translation	present

Underline the prefix in these words.	
amass	cobra
awake	vista
affirm	attain
flotilla	comma

Match the Greek combining form to its meaning.	
_____bio	a. measure
_____geo	b. distant
_____graph/gram	c. study
_____meter/metr	d. earth
_____ology	e. light
_____phon(o)	f. life
_____photo	g. write
_____tele	h. sound

Match the Latin root to its meaning.	
_____dic(t)	a. to break or burst
_____flect/flex	b. to write
_____form	c. to throw
_____ject	d. to see
_____port	e. to shape
_____rupt	f. to build
_____script	g. to bend or curve
_____spect	h. to carry
_____struct	i. to pull
_____tract	j. to tell or say

Add the suffix to these words. Write the new word in the column for the spelling guideline used.

Word**1 + 1 + 1****Drop the e**

complete+ed

spit+ing

exchange+ed

ban+er

serve+er

derange+ed

merge+er

absolve+ing

run+ing

sing+ed

place+ed

mince+er

dim+est

Circle the suffix. Scoop the syllables.	
refute	sparkle
disgrace	trickle
intrude	braided
abruptly	underlay
crusty	cloyingly
intersperse	reinstated
established	disturb
compromises	decomposing
transformations	reputations

72. COURSE REVIEW - PART 1

1. Divide each word. Which type syllable type?

Word	Closed	Open	VCe	R-Controlled	Vowel Team	Cle
steeple						
carefree						
underdog						
mayday						
complain						
ample						
soya						
refrain						

2. Is it 'ai' or 'ay'?

st_____n

for_____

m_____nt_____n

portr__

3. is it 'oi' or 'oy'?

sirl_____n

depl_____

carb_____

m_____st

4. Underline the prefix in these words.

precede

unsettled

readjust

dismantle

detained

intervene

translation

present

5. Highlight or underline the schwa 'a' in these words.

amass

cobra

awake

vista

affirm

attain

flotilla

comma

6. Match the Greek combining form to its meaning.

_____bio

a. measure

_____geo

b. distant

_____graph/gram

c. study

_____meter/metr

d. earth

_____ology

e. light

_____phon(o)

f. life

_____photo

g. write

_____tele

h. sound

7. Match the Latin root to its meaning.

_____dic(t)

a. to break or burst

_____flect/flex

b. to write

_____form

c. to throw

_____ject

d. to see

_____port

e. to shape

_____rupt

f. to build

_____script

g. to bend or curve

_____spect

h. to carry

_____struct

i. to pull

_____tract

j. to tell or say

8. Add the suffix to these words. Which spelling rule?

Word	New Word	1+1+1	Drop the e	No Change
complete + ed				
spit + ing				
exchange + ed				
ban + er				
fuss + ed				
serve + er				
charge + ing				
derange + ed				
merge + er				
absolve + ing				
torment + ing				
singe + ed				
place + ed				
mince + er				
dim + est				

9. Highlight or underline the suffix. Highlight or underline the prefix. Divide the syllables.

refute

dis/grace

intrude

abruptly

crusty

intersperse

established

compromises

transformations

sparkle

trickle

braided

underlay

cloyingly

reinstated

disturb

decomposing

reputations

WHAT SAYS?

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

SPELLING AND SENTENCE DICTATION

- | | |
|-----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. | |

1.

2.

3.

73. COURSE REVIEW - PART 2

1. Is it c, k, or ck?

spe_____ulate

sta_____ing

_____an_____elling

up_____eep

attra_____ted

2. Is it ch or tch?

pea_____y

ben_____

sna_____

crun_____iest

dispa_____er

3. Is it ge or dge?

stran_____

reven_____

smu_____

dre_____

porri_____

4. Is it 'ou' or 'ow'?

t_____n

p_____nce

d_____nt_____n

pr_____l

5. Is it 'au' or 'aw'?

h_____nches

l_____less

_____bum

_____ction

6. Which' job of e'? If there is more than one job of e, place a check in more than one box.

	V Ce syllable	Soft c or g	Cle	After v,s,z
delve				
refute				
sleeve				
force				
sparkle				
disgrace				
curse				
trickle				
intrude				
departure				

7. Match these homophones.

_____meat

a. sea

_____bean

b. made

_____plane

c. been

_____maid

d. son

_____whether

e. witch

_____whole

f. plain

_____which

g. their

_____sun

h. hole

_____there

i. weather

_____see

j. meet

8. Choose the correct homophone.

whether

weather

their

there

it's

its

your

you're

_____ a great day to take a walk along the boardwalk. We'll bring the dog with us, but don't forget _____leash. The

_____ is a little chilly today so don't forget to wear _____ jacket. I'm not sure _____ or not we'll have the time to drop by and see Jake and Janice, but we'll ring _____ doorbell. Let's get ready if _____ coming so we can get _____ soon.

9. Circle the suffixes. Circle the prefixes. Underline the common word endings. Underline the roots. Scoop the syllables.

ribbon	happened
homage	ratchet
blossom	submitted
informal	citing
kingdoms	cities
seasoning	starriest
ventricle	compartmentalization
atomization	scribe
dredging	inscription
happen	subscription

10. Is it a noun, or an adjective?

Word	Noun	Adjective
geographical		
humorous		
popsicle		
campus		
mucus		
particle		
fibrous		
magical		
marvelous		
impractical		

WHAT SAYS?

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

SPELLING AND SENTENCE DICTATION

- | | |
|-----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. | |

- 1.
- 2.
- 3.

GLOSSARY

IMPORTANT TERMS

Vowels

The Vowels (a, e, i, o, u and sometimes y and w) are always voiced. Our mouths are always open when we produce a vowel sound. Vowels can be long or short. The long vowel sound says the name of the vowel.

a, apple, /ă/ a, cake, /ā/ a, baby, /ā/ a, again, /ŭ/

Consonants

Consonants can be voiced or unvoiced. Our mouths are always closed. We stop a consonant sound by using our teeth, tongue or lips.

- b, boy, /b/ c, cat, /k/ c, city, /s/ d, dog, /d/
- f, fish, /f/ g, goat, /g/ g, giraffe, /j/ h, hat, /h/
- j, jam, /j/ k, kite, /k/ l, lamp, /l/ m, man, /m/
- n, nut, /n/ p, pan, /p/ qu, queen, /q/ r, rat, /r/
- s, sun, /s/ s, nose, /z/ t, top, /t/ v, vest, /v/
- w, wind, /w/ x, box, /ks/ y, yo-yo, /y/ z, zebra, /z/

Syllable

A syllable is a word or part of a word with a vowel sound. Every syllable has a vowel.

Consonant blends

consonant blends are two or three consonants whose sounds are heard, but are said very closely together. Examples:

bl (blaze), br (broke), cl (clip), cr (crab), dr (drink), fl (floss), fr (frog), gl (glass), gr (grapes), pl (plate), pr (prince), sc (scarf), scr (scrape), sl (slip), sm (small) sn (snap), sp (spy), spl (splash), spr (spring), squ (squirt), st (stop), str (stripe), sw (swing).

Diagraph

two letters that make one sound. Example: ch (chin, punch), ck (track), ph (phone, graph), sh (ship, wish), th (thumb, path), wh (whip).

Trigraph

three letters that make one sound. Example, tch (witch), dge (fudge).

Compound words

two words that combine to make a new word with new meaning. Examples: baseball, cupcake.

Base word

A word that can stand alone and have meaning.

Examples: cat, fox, farm, hard, fun, wise

Homophones (Homonyms)

Two words that sound the same, but they are spelled differently and have different meanings. Examples: to, too, two; their, there, they're

Suffix

a morpheme (something that has meaning) that is added to the end of a base word and changes the meaning or function of the word. Examples: **cats**, **foxes**, **farmer**, **faster**, **rented**, **hardest**, **revision**, **action**, **funny**, **wisely**

Prefix

a morpheme (something that has meaning) that is added to the beginning of a base word and changes the meaning or function of the word. Examples: **abstract**, **adverb**, **convert**, **defend**, **interact**, **preposition**, **remake**, **subway**, **support**, **transatlantic**

Root

a morpheme (something that has meaning) that cannot always stand alone. A prefix, or suffix is added to a root to form a word. Examples: **actor**, **inject**, **deport**, **inspect**, **suspicious**

Combining form

a morpheme (something that has meaning) that cannot stand alone. A prefix, suffix or other combining form is usually added to form a word. Examples: **biography**, **geology**, **phonograph**, **photosynthesis**

Jobs of e

The letter 'e' has several jobs in the English language.

- It is used to make the long vowel sound in the v-e syllable type. Examples: cake, eve, bike, home, cube, flute
- It follows z, s, v at the end of words. Examples: close, give, maze
- It follows the letters c and g to make their soft sounds, /s/ and /j/.

Examples: face, mice, age, lodge

- It is used in the CVC syllable type as a visual marker to show there is a vowel sound in this syllable which is unstressed. Examples: table, bicycle, candle, rifle, google, ankle, apple, castle, bottle

Schwa Vowel Sound in an unstressed syllable

Schwa 'ə'

Schwa 'ə' in an unstressed syllable says /ə/ as in Alaska. The symbol for the schwa vowel sound is ə.

schwa 'ə' – Alaska – /ə/ – 'ə' says /ə/ in an unstressed syllable

Schwa Medial Vowel Sound (medial – in the middle of a word)

Any vowel can have the schwa vowel sound. The two most common sounds for an unstressed vowel are /ə/ and /ɪ/.

The schwa medial vowel sound says /ə/ as in:

ab/so/lute (3), syl/la/ble (3)

The schwa medial vowel sound says /ɪ/ as in:

Incredible (4), celebrate (3), president (3), maximum (3), compliment (3)

Schwa common word endings

al says /əl/ Examples: metal, usual, final, typical, capital

an says /ən/ Examples: toboggan, slogan, Canadian, American, turban

en says /ɪn/ Examples: happen, fallen, forgotten, shaken

et says /ɪt/ Examples: bonnet, jacket, basket, market

om says /ʊm/ Examples: atom, boredom, bottom, custom

on says /ɪn/ Examples: button, common, ribbon, harmony

Schwa Vowel Suffixes

vowel suffix -ance – /ənce/ – turns adjectives into nouns; reluctance

vowel suffix -ence – /ənce/ – turns adjectives into nouns; difference

vowel suffix able, /əbəl/, turns verbs into adjectives; comparable

vowel suffix ible, /əbəl/, turns verbs into adjectives; responsible

vowel suffix age – /əge/ – forms nouns; baggage

Vowel suffix ous – /ʊs/ – forms adjectives; dangerous

Noun

a person, place, thing or idea.

Verb

an action word.

Adjective

describes a noun.

Adverb

describes a verb, an adjective or another adverb.

SPELLING GENERALIZATIONS & RULES

FLSZ Rule

in a one syllable word, where f, l, s, z follows a short vowel, double the f, l, s, z.

Examples: cliff, bell, pass, buzz

Cat/Kite rule

A /k/ sound at the beginning of a word is spelled with c when followed by a, o, u or a consonant. A /k/ sound at the beginning of a word is spelled with k when followed by e or i. Examples: cat, clip, crab, cut, cop, kit, keg

k-ck, rule

the /k/ sound at the end of a word is spelled with ck when it immediately follows a short vowel in a one syllable word. Examples: trick, shack, stuck, speck, lock

ch-tch rule

the /ch/ sound at the end of a word is spelled with tch when it immediately follows a short vowel in a one syllable word. Examples: hutch, patch, witch, fetch, botch

Rabbit rule

the middle consonant is doubled to protect the first vowel and keep the sound short in a closed syllable. Examples: rabbit, muffin, bitter. To keep the vowel sound short in a CVC syllable, the consonant must be doubled. Examples: scrabble, paddle, ruffle, toggle, apple, settle, fizzle)

Gentle Cindy

c says /s/ when followed by e,i, or y. Examples: city, cent, cycle. g says /j/ when followed by e, i, or y. Examples: gem, giraffe, gym

er generalization

er is commonly used to spell the /er/ sound at the end of longer words. Examples: super, September, manner, remember.

se/ve/ze generalization

e follows the letter s (note: NOT suffix s), v and e at the end of words. Examples: horse, pave, maze

1+1+1 doubling (CVC) rule

This rule states that when you have a 1 syllable base word with 1 vowel followed by 1 consonant, you will double the consonant when adding a vowel suffix (1+1+1). Examples: funny, hottest, winner

ge-dge rule

the /j/ sound at the end of words will be spelled with dge when it immediately follows a short vowel. Examples: bridge, fudge, pledge, dodge, badge

Drop the 'e' generalization

when a word ends with the letter 'e', and a vowel suffix is added, drop the e and then add the vowel suffix. Examples: driver, wisest, making, wavy

oi-oy generalization

/oi/ is spelled oy at the end of words and oi everywhere else. Examples: oily, spoiled, boy, alloy. exception – oyster

ai-ay generalization

/ā/ is spelled ay at the end of words and ai everywhere else. Examples: fail, trail, airway, playing

ou-ow Spelling Pattern Generalization

Spell /ou/ with ou in the middle of words. Spell /ou/ with ow at the end of words or when the word ends in /n/ or /l/ (brown owl). Example: The brown dog howled at the moon. Exception – foul.

au-aw Spelling Pattern Generalization

Spell /ɔ/ with aw at the end of words or when the word ends in /n/ or /l/ Example: The traffic had drawn to a crawl. Exception haul. Note: There are no words in the English language that end with u.

Change the y Part 1: plurals

Change “y to an i and add es”. (baby, babies; lady, ladies). Change “y to an i and add es”. Example: carry – he carries; she carries; it carries

Change the y Part 2: suffixes

Change “y to i and add es”, in an open syllable for all suffixes except – ing. Example: (try – tries, trying) In a vowel team syllable just add the suffix, do not change y to i. Example: play, played, playing

tial/cial Spelling Pattern Generalization

Use **-tial -tial** after a consonant, especially, after ‘n’ in **substantial, essential**, and ‘r’ in **partial**. Use **-cial -cial** after a vowel, like after the vowel ‘o’ in **social**, ‘e’ in **special**, ‘i’ in **beneficial**.

Spelling Pattern ous/us

Words that are adjectives end in 'ous'. Words that are nouns end in 'us'.

Spelling Pattern cal/cle

Words that are adjectives end in 'cal'. Words that are nouns end in 'cle'.

SYLLABLE TYPES

Closed

a closed syllable has a vowel followed by 1 or 2 consonants. The vowel sound is short. Examples: bath, test, kit, chop, stump

V-e

the V-e syllable has a vowel followed by a consonant followed by the letter e. The vowel sound is long. This is a job of e. Examples: cake, eve, bike, home, cube, flute

Open

the open syllable ends in a vowel. The vowel sound is long. Examples: hi, me, go, flu, ba/by, mu/sic

R-controlled

the r-controlled syllable has a vowel followed by the letter r. The r-controlled syllables are ar, or, ir, ur, er. Examples: car, horn, fern, bird, nurse

Vowel Team Syllable

the vowel team syllable is when more than one vowel is working together to make a vowel sound. Examples: **rain**, **vault**, **lawn**, **play**, **meat**, **steak**, **bread**, **feet**,

receive, eight, sleuth, feud, few, drew, key, they, pie, light, boat, toe, join, joy, moon, book, found, soup, snow, plow, cue, true

Cle Syllable

the consonant le syllable is a consonant followed by le. Count back 3 letters from the end to divide these syllables from others. This is another job of e. Example: table, bicycle, tickle, candle, rifle, google, ankle, apple, castle, bottle

SUFFIXES

-able /ǔblə/

means 'able' or 'can do'

-age /ǔj/

forms nouns

-ance /ǔns/

forms nouns

-cal /kə/

forms adjectives

-ed (/ɛd/, /d/, /t/)

means 'in the past'

-en (/ən/)

means 'pertaining to'

-ence /ǔns/

forms nouns.

-er – /er/

means ‘one who does something’ or ‘comparing two people/things’.

- es – /əs/

means more than one or creates a verb.

-est – /ɛst/

compares three or more people/things.

-ful – /fʊl/

means ‘full of’ or ‘ful’l.

-ible /ɪbl̩/

means ‘able’ or ‘can do’.

-ing – /ɪŋ/

means ‘happening now’.

-less – /lɛs/

means ‘without’.

-ly – /l̩/

forms adverbs.

-ment – /mɛnt/

forms nouns.

-ous – /ʊs/

means ‘full of’ or ‘being’ and forms adjectives.

-s – (/s/, /z/)

means more than one or creates a verb.

-sion – (/shun/, /zhun/)

forms nouns.

-tion – /shun/

forms nouns.

-y – /ē/

means ‘full of’ or ‘cute one/dear one’.

PREFIXES

ab – /ăb/

means ‘from’ or ‘away’

de – /dē/

means ‘do the opposite’ or ‘out of’

dis – /dīs/

means ‘not’ or ‘apart from’

inter – /ĩnter/

means ‘between’

non – /nŏn/

means ‘not’

pre – /prē/

means ‘before’

pro – /prō/

means ‘before’, ‘forward’, or ‘for’

re – /rē/

means ‘back’ or ‘again’

trans – /trans/

means ‘across’ or ‘beyond’

un – /ŭn/

means ‘not’

Chameleon ad – /ăd/

means ‘to’, ‘toward’, ‘in’, or ‘near’ **af** – /ăf/; **ag** – /ăg/; **al** – /ăl/; **an** – /ăn/; **ap** – /ăp/; **as** – /ăs/; **at** – /ăt/

Chameleon con; com; cor; col

says /kom/ /kon/ kor/ /kol/ and means ‘with’ or ‘together’

Chameleon in; im; il; ir

says /in/, /im/, /il/, /ir/ and means ‘not’ or ‘into’

Chameleon sub; suc; suf; sup; sus

says /süb/, /süc/, /süf/, /süp/, /süs/ and means ‘under’, or ‘below’

SYLLABLE DIVISION PATTERNS

VC/CV

the syllable divides between the consonants

VC/CCV, VCC/CV And VCCCCV

the syllable division depends on where consonants blends and diagraphs are in the word. Keep blends and diagraphs together.

VCE/CV

the syllable divides after the e.

V/CV

if the first syllable divides after the first vowel, the vowel has a long vowel sound.

VC/V

if the first syllable divides after the consonant the vowel has a short vowel sound.

ANGLO-SAXON LAYER IN THE ENGLISH LANGUAGE

- Many vowel teams indicate the Anglo-Saxon layer in the English language.

ai /ā/

au /ǒ/

aw /ǒ/

ay /ā/

ea (/ē/ /ě/, /ā/)

ee /ē/

ei (/ē/, /ā/)

eigh /ā/

ew (/oo/, /ū/)

ey (/ē/, /ā/)

ie (/ē/, /ī/)

igh /ī/

oa /ō/

oe /ō/

oi /oi/

oy /oi/

ou /ou/

ow (/ō/, /ou/)

ue (/oo/, /ū/)

- Many silent letter combinations indicate the Anglo-Saxon layer in the English language.

gh says /g/ as in ghost

gn says /n/ as in sign

kn says /n/ as in knight

mb says /m/ as in thumb

mn says /m/ as in hymn

wr says /r/ as in wring

LATIN LAYER IN THE ENGLISH LANGUAGE

- The 'ct' ending in words indicates the Latin layer in the English language.
- The 'ic' ending in words indicates the Latin layer in the English language and is used at the end of words with more than one syllable.
- Latin connectives: ci – sh; ti – /sh/; tu – /choo/

LATIN ROOTS

Latin root dic/dict

means 'to say' or 'tell'

Latin root flect/flex

means 'to curve' or 'bend'

Latin root ject – /jěkt/

means 'to throw'

Latin root struct – /strŭkt/

means 'to build'

Latin root tract – /trăkt/

means 'to pull'

Latin root rupt – /rŭpt/

means 'to break' or 'burst'

Latin root port – /port/

means 'to carry'

Latin root mis/mit

means 'to send'

Latin root scrib/script

means 'to write'

Latin root spec/spect/spic

‘to see’, ‘watch’ or ‘observe’

Latin root spir/spire

means ‘to breathe’

FRENCH LAYER IN THE ENGLISH LANGUAGE

- The digraph ‘ch’ has a different sound
ch says /sh/ as in chef
- These silent letter combinations reflect the French influence in the English language:
gue says /g/ as in vague
que says /k/ as in antique

GREEK LAYER IN THE ENGLISH LANGUAGE

- sc says /s/ as in science
- When **y** says /ɪ/ as in **gym**, this is the Greek influence in the English language.
- These silent letter combinations reflect the Greek influence in the English language:
ch says /k/ as in chemical
ph says /f/ as in phone
ps says /s/ as in psychology
pn says /n/ as in pneumonia

GREEK COMBINING FORMS

bio

says /bīō/ and means ‘life’;

geo

says /jēō/ and means ‘earth’;

graph/gram

says /graf/ and means ‘written’ or ‘drawn’;

(o)logy

says /ōlōjē/ and means ‘study’ or ‘science o’f’;

meter/metr

says /mēter/ and means ‘measure’;

phon(o)

says /fōnō/ and means ‘sound’;

photo

says /fōtō/ and means ‘light’;

tele

says /tělē/ and means ‘distant’;