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# Grammar on the Go!



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Which witch is which? Making sure our words are spelled correctly can help avoid confusion in our writing so we know that the messages we send are clear and correct.

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# SPELLING BASICS

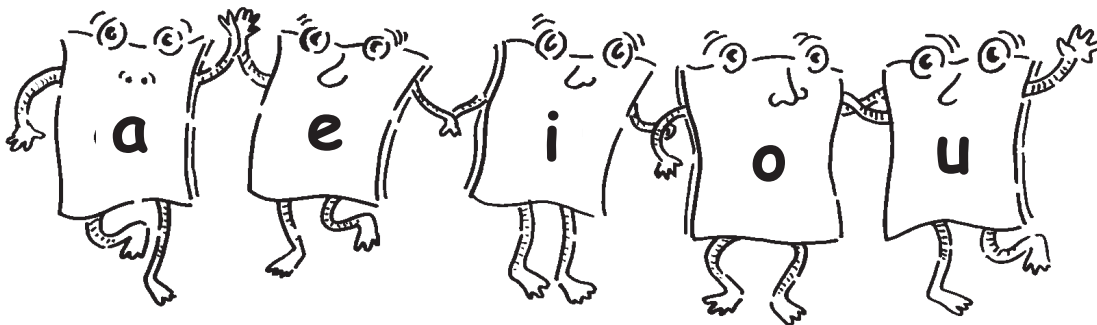
## The Importance of Spelling

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

## How to Study Spelling

Here are a few suggestions for studying troublesome words:

- Look at the word closely from left to right.
- Say each word carefully, pronouncing each syllable distinctly.
- Think about the word. How many syllables are there?
- Does it have a prefix or a suffix? Does it have a root word?
- Write the word. Check it. If it is wrong, start again with step one until you can spell it correctly.



## Vowels

The vowels are **a, e, i, o, u** (and sometimes **y**). **Y** is a vowel in the word **type** and when it is used at the end of a word, as in **quickly**. In words like **yacht, yes, and yak**, **Y** is a consonant. Any letter that is not a vowel is a consonant.

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

bāke    sēēk    pīne    nōte    mūte

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

căt    pĕt    tĭn    hĕt    bŭck

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

bake    pine    coke    cute    bike



# AFFIXES

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

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

trans + port + ation = transportation

im + poss + ible = impossible

## Prefixes

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

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



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

**de**form  
**inter**act  
**con**struction

sure—**un**sure  
increase—**de**crease  
bicycle—**tri**cycle



Prefixes can completely or partially alter the meaning of the root word.

The following chart contains a number of commonly used prefixes.

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

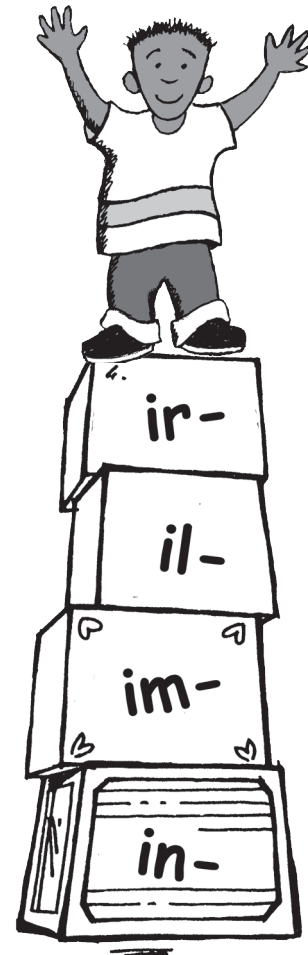




# Prefixes

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

| Root Word   | Negative Form |
|-------------|---------------|
| Human       | _____         |
| Visible     | _____         |
| Efficient   | _____         |
| Logical     | _____         |
| Replaceable | _____         |
| Polite      | _____         |
| Mortal      | _____         |
| Reversible  | _____         |
| Competent   | _____         |
| Patient     | _____         |
| Timed       | _____         |
| Practical   | _____         |
| Active      | _____         |
| Legal       | _____         |
| Direct      | _____         |
| Regular     | _____         |
| Eligible    | _____         |
| Responsible | _____         |



## Suffixes

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

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



### Noun Forming Suffixes

| Suffix   | Meaning  | Example  |
|--|--|--|
| -er<br>-or<br>-ian<br>-ant<br>-ent<br>-eer<br>-ess<br>-ist   | one who  | worker<br>actor<br>musician<br>attendant<br>superintendent<br>mountaineer<br>actress<br>artist   |
| -age<br>-ance<br>-ence<br>-ation<br>-dom<br>-hood<br>-ism<br>-ment<br>-ness<br>-ship<br>-ity<br>-ry<br>-ance<br>-ion | state of being or<br>condition<br><br>the act of | courage<br>attendance<br>independence<br>hesitation<br>kingdom<br>falsehood<br>socialism<br>statement<br>loveliness<br>friendship<br>acidity<br>rivalry<br>performance<br>construction |



## Adjective Forming Suffixes

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

## Creating Words

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

1. act + or = \_\_\_\_\_  
Definition \_\_\_\_\_

2. king + dom = \_\_\_\_\_  
Definition \_\_\_\_\_

3. rival + ry = \_\_\_\_\_  
Definition

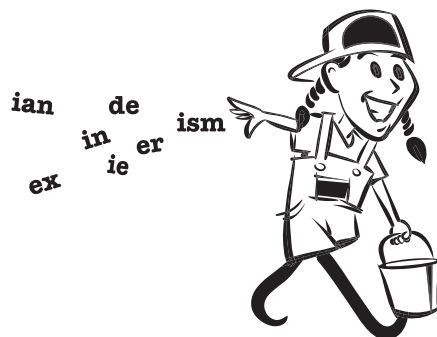
\_\_\_\_\_  
\_\_\_\_\_

4. love + ly = \_\_\_\_\_  
Definition

\_\_\_\_\_  
\_\_\_\_\_

5. construct + ion = \_\_\_\_\_  
Definition

\_\_\_\_\_  
\_\_\_\_\_



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## Adding Suffixes

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

### When the Root Word Ends in “e”

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



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

Imagine—imaginable  
note—notable  
excite—excitable

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

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



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

amaze—amazement  
sincere—sincerely  
excite—excitement

Here are some suffixes that begin with consonants:

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



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

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



Retain the e if a vowel comes just before the final e, except when adding ed.

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

## Words Ending in E

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

- |                 |             |
|-----------------|-------------|
| 1. exciteable   | excitable   |
| 2. reversible   | reverseable |
| 3. replaceable  | replacable  |
| 4. advantageous | advantagous |
| 5. safely       | safly       |
| 6. noticable    | noticeable  |
| 7. rangeing     | ranging     |
| 8. excitable    | exciteable  |

## When the Root Word Ends With a Consonant

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



Double the final consonant when the word ends in just one consonant.

admit—admitting  
run—running  
bar—barring



Double the final consonant if there is only one vowel before the final consonant.

regret (1 vowel)—regretted  
defeat (2 vowels)—defeated



Double the final consonant if it is the last syllable of the word that is accented.

begin (be gin')—beginning  
profit (prof' it)—profiting



Double the final consonant only when the suffix to be added begins with a vowel.

regret (add the suffix -ing)—regretting  
regret (add the suffix -ful)—regretful



Double the final consonant if the accent does not shift when the suffix is added.

occur (oc cur')—occurrence (oc cur' rence)

## More Suffixes

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

- |                 |             |
|-----------------|-------------|
| 1. controllable | controlable |
| 2. happened     | happenned   |
| 3. mailed       | mailed      |
| 4. appealing    | appealing   |
| 5. formatted    | formated    |
| 6. dropped      | droped      |
| 7. preferable   | preferrable |
| 8. programed    | programmed  |



# DIVIDING INTO SYLLABLES

Dividing words into syllables can be a great aid to correct spelling.

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

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

Ca/na/di/an

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

**There are several basic rules for dividing words into syllables.**




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


|          |                  |             |           |
|----------|------------------|-------------|-----------|
| tractor  | 2 sounded vowels | 2 syllables | trac/tor  |
| seldom   | 2 sounded vowels | 2 syllables | sel/dom   |
| manager  | 3 sounded vowels | 3 syllables | man/a/ger |
| pressure | 2 sounded vowels | 2 syllables | pres/sure |

 Divide the word after a prefix or before a suffix.

| Prefixes   | Suffixes   |
|--|--|
| decide—de/cide<br>resort—re/sort<br>unfit—un/fit<br>overrate—over/rate | hunting—hunt/ing<br>coldness—cold/ness<br>pitiful—piti/ful<br>hideous—hide/ous |

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


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

 Usually we divide words between double consonants:

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

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

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

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

create—cre/ate  
fluent—flu/ent  
riot—ri/ot

sulphur—sul/phur  
suspect—sus/pect  
burglar—bur/glar

Here is a brief summary of the five rules for dividing words into syllables.



## Rules

1. There are always as many syllables in a word as there are vowel audible sounds. If you can hear two vowels in a word, then the word will have two syllables.
2. Divide between prefixes and suffixes.
3. Divide between separate words of compound words.
4. When a consonant has been doubled because a suffix has been added, divide between the double consonants.
5. Divide between two vowels or two consonants sounded separately.



## Syllables

Rewrite the following words, dividing them into syllables. .

mixing = mix/ing

1. friendliest = \_\_\_\_\_
2. stopping = \_\_\_\_\_
3. employment = \_\_\_\_\_
4. peaceful = \_\_\_\_\_
5. famously = \_\_\_\_\_
6. believable = \_\_\_\_\_
7. responsible = \_\_\_\_\_
8. ticklish = \_\_\_\_\_



## Silent Letters

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

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

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

|                  |                |                 |                        |                  |                 |
|------------------|----------------|-----------------|------------------------|------------------|-----------------|
| ca <b>l</b> m    | dou <b>b</b> t | fore <b>g</b> n | <b>k</b> nigh <b>t</b> | ech <b>o</b>     | freigh <b>t</b> |
| rh <b>y</b> me   | sigh <b>h</b>  | fligh <b>t</b>  | gh <b>o</b> st         | sc <b>e</b> ne   | com <b>b</b>    |
| sal <b>l</b> mon | yol <b>k</b>   | oft <b>e</b> n  | de <b>b</b> t          | plumb <b>e</b> r | pled <b>g</b> e |

## Silent Letters

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

1. Always write your name in the right-hand colum\_\_.
2. My little sister dressed up as a g\_\_ost last Halloween.
3. At the farm, we saw the sheep give birth to a lam\_\_.
4. Remember to \_\_nock before entering someone's home.
5. We ate birthday cak\_\_ after going to the water-slides.
6. We had to call the plum\_\_er when the toilet wasn't working.
7. W\_\_ich way should we turn, left or right?
8. I cut my \_\_nee and elbow when I fell off my bike.
9. In the autum\_\_, we love to see the leaves changing colour.
10. The opposite of black is w\_\_ite.



# FORMING PLURALS

Here are a few simple rules to remember when forming the plurals of English nouns.

The plurals of most nouns are made by adding **s** to the singular form. However, for nouns that end in **s, x, z, ch, or sh**, the plural is formed by adding **-es** to the word

box—boxes  
lunch—lunches

When a noun ends in **y** preceded by a consonant, change the **y** to **ie** and add **s**. When a noun ends in **-y** preceded by a vowel (**ay, ey, oy, uy**), just add **-s** to make the word plural

glory—glories  
lady—ladies  
day—days  
donkey—donkeys

When a noun ends in **o** preceded by a vowel, add **s** to make the word plural

radio—radios  
rodeo—rodeos

All musical terms ending in **o** have plurals ending in just **s**

piano—pianos  
cello—cellos  
solo—solos

When a noun ends in **o** preceded by a consonant, either **s** or **es** can be added to make the word plural. Some common words that add **es** are:

echo—echoes  
hero—heroes  
potato—potatoes  
torpedo—torpedoes  
embargo—embargoes  
tomato—tomatoes  
veto—vetoes



Check your dictionary to be sure you have added the correct plural form.

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



add **s** to the singular.  
change **f** or **fe** to **v**  
and adds **es**.

roof—roofs  
dwarf—dwarfs  
loaf—loaves  
self—selves  
knife—knives  
life—lives



**Some plurals may be formed either way**

hoof—hoofs or hooves  
scarf—scarfs or scarves



**Some nouns change their spelling to indicate the plural**

mouse—mice  
ox—oxen  
man—men  
louse—lice  
tooth—teeth  
foot—feet



**Nouns borrowed from foreign languages may use the plural ending of the root language, the English ending, or both**

Root language endings:

datum—data  
alumnus—alumni  
chateau—chateaux

English endings:

forum—forums  
campus—campuses  
bonus—bonuses

Either ending:

index—indices or indexes  
amoeba—amoebae or amoebas  
formula—formulae or formulas



**Compound words vary. When they are written as one word, es or s is usually added to the word**



Often the principal word is made plural:

cupful—cupfuls  
handful—handfuls  
watchdog—watchdogs  
toothbrush—toothbrushes

editor in chief—editors-in-chief  
mother-in-law—mothers-in-law  
lily-of-the-valley—lilies-of-the-valley

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

fowl    pants    scissors  
beer    deer    sheep  
politics

## Forming Plurals

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

1. chief \_\_\_\_\_
2. giraffe \_\_\_\_\_
3. hero \_\_\_\_\_
4. cliff \_\_\_\_\_
5. video \_\_\_\_\_
6. thief \_\_\_\_\_
7. photo \_\_\_\_\_
8. half \_\_\_\_\_
9. tooth \_\_\_\_\_
10. church \_\_\_\_\_

## Improving Spelling

Many people have difficulty spelling words containing **ie** or **ei**. They do not know which vowel come first. Here is a simple rule which should help you spell these troublesome words:

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

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

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



# CORRECT WORD FORMS

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

| Word      | Definition  | Example  |
|-----------|---|--|
| accept    | <b>to take or receive or to agree to</b>              | He will <b>accept</b> the position if it is offered him.   |
| except    | <b>not including or to leave out of consideration</b> | We all went to the picnic <b>except</b> Grandmother.       |
| advice    | a noun meaning <b>guidance or counsel</b>             | What <b>advice</b> did the mechanic give about the car?    |
| advise    | a verb meaning <b>to give counsel</b>                 | Please <b>advise</b> me about the car.                     |
| affect    | a verb meaning <b>cause a change</b>                  | The test will <b>affect</b> your final mark.               |
| effect    | a noun meaning <b>the result of a change</b>          | The good mark had a positive <b>effect</b> on the student. |
| already   | <b>previously or by now</b>                           | She had <b>already</b> eaten supper.                       |
| all ready | everyone is <b>completely ready</b>                   | We were <b>all ready</b> for the party.                    |
| aloud     | <b>out loud</b>                                       | He cried <b>aloud</b> that he would not give in.           |
| allowed   | <b>permitted to do something</b>                      | Fishing is not <b>allowed</b> in this stream.              |

| Word    | Definition   | Example   |
|---------|--|---|
| amount  | used when referring to a thing that can be <b>measured</b> or <b>weighed</b> | I like a small <b>amount</b> of honey in my tea.                  |
| number  | used when referring to things that can be <b>counted</b>                     | He came up with a <b>number</b> of reasons why he liked the idea. |
| beside  | a preposition meaning <b>by</b> or <b>at</b>                                 | Put the parcel <b>beside</b> the bench.                           |
| besides | <b>in addition to</b> or <b>also</b>   | <b>Besides</b> Jack, five others came.                            |
| between | used with only <b>two objects</b> or <b>persons</b>                          | The money was divided <b>between</b> the two of us.               |
| among   | <b>used with three or more objects</b> or <b>persons</b>                     | The money was divided <b>among</b> the three of us.               |
| borrow  | to <b>take</b> temporarily   | May I <b>borrow</b> your lawnmower?                               |
| lend    | to <b>give</b> temporarily   | I will <b>lend</b> you my umbrella.                               |
| can     | <b>able</b> to do something  | <b>Can</b> you ride a bicycle?                                    |
| may     | <b>permitted</b> to do or have something                                     | <b>May</b> I have a chocolate?                                    |
| choose  | a present tense verb meaning <b>select</b>                                   | I need to <b>choose</b> my courses for next year.                 |
| chose   | a past tense verb meaning <b>selected</b>                                    | She <b>chose</b> her courses wisely.                              |
| corps   | a <b>body</b> or <b>organization</b> with specific duties (pronounced CORE)  | The <b>corps</b> of older men was in charge.                      |
| corpse  | a <b>dead human</b> or <b>animal</b> .                                       | The <b>corpse</b> was transported to the pet cemetery.            |

| Word    | Definition   | Example   |
|---------|--|---|
| farther | at a greater <b>distance</b>   | She ran <b>farther</b> and faster than anyone thought she could.  |
| further | <b>additional or more</b>  | The committee voted to study the issue <b>further</b> before making a decision.                                 |
| its     | a possessive pronoun or adjective meaning <b>belonging to it</b>           | The cat scratched <b>its</b> ear.   |
| it's    | a contraction meaning <b>it is</b> (the apostrophe shows a missing letter) | <b>It's</b> a Siamese cat.  |
| fewer   | not as many (in <b>numbers</b> )   | There were <b>fewer</b> people at the party than I expected.  |
| less    | not as much (in <b>quantity</b> )  | As a result, <b>less</b> food was eaten.  |
| lie     | to be at rest in a <b>reclining position</b>                               | I like to <b>lie</b> down in the afternoon.   |
| lay     | to place or put something <b>in place</b>                                  | Please <b>lay</b> the book on the table; it's fragile. (The past tense of "lay" is "laid")                      |
| lose    | a verb meaning <b>to no longer have</b>                                    | Do not <b>lose</b> this money.  |
| loose   | an adjective meaning <b>not fastened</b>                                   | If I lose any more weight, my pants will be too <b>loose</b> .  |
| of      | a preposition used to begin a prepositional phrase                         | One <b>of</b> the puppies yelped.   |
| 've     | a contraction of the verb <b>have</b>                                      | I could've (could have) read the book of short stories. ( <b>Not</b> I could of read the book of short stories) |

| Word    | Definition  | Example   |
|---------|---|---|
| quiet   | an adjective, noun, or verb meaning <b>not making sound</b>   | We need to be <b>quiet</b> so my sister can get some sleep.                     |
| quite   | an adverb meaning <b>completely</b>   | He was not <b>quite</b> finished his test when the bell rang.                   |
| quit    | a verb meaning <b>stop</b>  | I admire people who <b>quit</b> smoking.  |
| than    | a conjunction or preposition showing a comparison   | My team scored three more goals <b>than</b> their team did.                     |
| then    | an adverb meaning <b>at that time</b> or <b>next</b>  | I have hockey practice after school, and <b>then</b> we're going out for pizza. |
| their   | <b>belonging</b> to them  | <b>Their</b> house is exquisitely decorated.                                    |
| there   | <b>indicates place or position</b> ; also introduces a sentence when the verb comes before the subject. | <b>There</b> are many contestants over there.                                   |
| they're | a contraction of the words <b>they are</b>  | <b>They're</b> coming to the celebration.                                       |
| to      | <b>in the direction of, upon, until</b>   | Fabrizio came <b>to</b> the house.  |
| too     | <b>also or more than enough</b>   | We have <b>too</b> much help.   |
| two     | the number after one  | <b>Two</b> books are enough.  |
| waist   | the <b>part of the body</b> between the chest and the hips  | The belt was tied around her <b>waist</b> .                                     |
| waste   | to <b>use something in a careless way</b>   | Food does not go to <b>waste</b> in a starving country.                         |

| Word    | Definition  | Example  |
|---------|---|--|
| weather | the state of the atmosphere—<br>wind, temperature, moisture | The <b>weather</b> was stormy so the picnic was cancelled. |
| whether | if  | Albert is not sure <b>whether</b> he will attend.          |
| who's   | a contraction of <b>who is</b> or <b>who has</b>            | <b>Who's</b> lost a pencil?                                |
| whose   | belonging to which person                                   | <b>Whose</b> pencil is this?                               |
| your    | belonging to you  | <b>Your</b> dog bit me!                                    |
| you're  | a contraction meaning <b>you are</b>                        | <b>You're</b> not telling me the truth!                    |
| were    | a past tense of "to be"                                     | They <b>were</b> here earlier.                             |
| we're   | a contraction for <b>we are</b>                             | <b>We're</b> going to the late show tonight.               |



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

## Confusing Words

Circle the correct word to complete each sentence.

1. The poor weather is bound to ( effect    affect ) our race.
2. I could ( 've    of ) won the race if I had better running shoes.
3. Marilyn has more books in her locker ( than    then ) Susan does.
4. ( Weather    Whether ) you believe it or not, it is a fact.
5. There is a greater ( number    amount ) of dogs on Smith Street than on Boyer Road.
6. ( There    They're    Their ) friends are late for our party.
7. Do you know ( whose    who's ) television set was brought in yesterday for repair?
8. Are you sure ( your    you're ) ready to go?
9. ( It's    Its ) not too late to pitch in and help.
10. We are not ( aloud    allowed ) to talk in the library during study period.
11. ( Lie    Lay ) the doll on the bed.
12. It was ( quiet    quite ) an exciting game to watch.



13. Kato has much more homework to do ( than then ) Malik does.

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

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

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

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

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

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

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

21. There are ( fewer less ) eggs in the fridge today.



## Spelling



# **Grammar on the Go!**

## **Answer Key**

## Spelling

### Prefixes

p. 7

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

### Creating Words

p. 9

1. act + or = **actor**  
Definition: a person who acts
2. king + dom = **kingdom**  
Definition: a territory or region subject to a king or queen
3. rival + ry = **rivalry**  
Definition: competition
4. love +ly = **lovely**  
Definition: pleasant, delightful, beautiful
5. construct + ion = **construction**  
Definition: the act of building

## Words Ending in E

1. exciteable  
excitable
2. reversible  
reverseable
3. replaceable  
replacable
4. advantageous  
advantagous

## p. 12

5. safely  
safly
6. noticable  
noticeable
7. ranging  
ranging
8. excitable  
exciteable

## More Suffixes

1. controllable  
controlable
2. happened  
happenned
3. mailed  
mailed
4. appealing  
appealing

## p. 14

5. formatted  
formated
6. dropped  
droped
7. preferable  
preferrable
8. programed  
programmed

## Syllables

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

## p. 18

## Silent Letters

p. 19

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

## Forming Plurals

p. 23

- |            |                 |
|------------|-----------------|
| 1. chief   | <b>chiefs</b>   |
| 2. giraffe | <b>giraffes</b> |
| 3. hero    | <b>heroes</b>   |
| 4. cliff   | <b>cliffs</b>   |
| 5. video   | <b>videos</b>   |
| 6. thief   | <b>thieves</b>  |
| 7. photo   | <b>photos</b>   |
| 8. half    | <b>halves</b>   |
| 9. tooth   | <b>teeth</b>    |
| 10. church | <b>churches</b> |

## Confusing Words

p. 30

1. The poor weather is bound to (effect **affect**) our race.
2. I could (**'ve** of) won the race if I had better running shoes.
3. Marilyn has more books in her locker (**than** then) Susan does.
4. (Weather **Whether**) you believe it or not, it is a fact.
5. There is a greater (**number** amount ) of dogs on Smith Street than on Boyer Road.
6. (There They're **Their**) friends are late for our party.
7. Do you know (**whose** who's ) television set was brought in yesterday for repair?
8. Are you sure ( your **you're**) ready to go?
9. (**It's** Its ) not too late to pitch in and help.
10. We are not ( aloud **allowed**) to talk in the library during study period.
11. ( Lie **Lay**) the doll on the bed.
12. It was ( quiet **quite**) an exciting game to watch.
13. Kato has much more homework to do (**than** then ) Malik does.
14. Make sure you don't (**lose** loose ) your wallet when you go to the fair.
15. The banker will ( advice **advise**) you on the best mortgage rates.
16. Eat your sandwich and ( than **then**) you can have a cookie.

17. I refuse to ((accept) except ) your explanation.
18. Katrina should ( of ('ve) known the answer.
19. Global warming has had an ( affect (effect)) on our  
( whether (weather)).
20. Paolo and Margaret shared the piece of cake  
( among (between)) them.
21. There are ((fewer) less ) eggs in the fridge today.