



The Teacher and the Postman



A Story about Love, Loss and Spelling

Sob.

Step 1: Select the correct word in **bold**. There are 47 cruel and torturous choices to be made. Be brave. Try to use your knowledge, experience and intelligence to select correctly.

Step 2: Next, refer closely to the handout listing the most commonly misspelt words in the English language. Use this handout to correct your answers as thoroughly as possible. The aim is to train yourself in self-correction. You must be able to find your own mistakes.

Step 3: Check your version against my correct version and circle the correct version of your incorrect answers, or your danger words, in red, so that you focus on them particularly. Write the corrected words at the bottom of page 2 of this handout.



The English teacher groaned.

So many of her students' words were **mispelt/misspelt** that she began, almost **unconsciously/unconsciencely**, to pull her **hare/hair** out.

If only my students had enough **discipline/dissipline** to check **there/their** writing before submitting it, she thought **to/too** herself.

But then she was **embarrassed/embarassed** to note that in her own writing she had **maid/made** a mistake.

Sadly, her dictionary seemed to have **dissapeared/disappeared** and she was **therefore/therefor** unable to **cheque/check** the correct spelling.

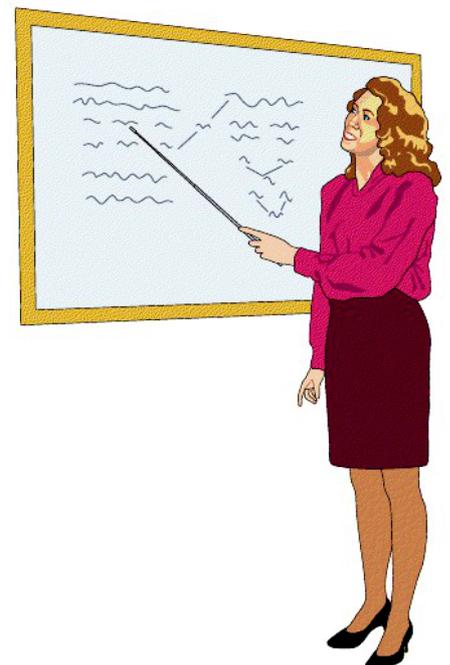
She wondered **weather/whether** the postman, with whom she had enjoyed a brief **liaison/liason**, had stolen it.

Normally she left it over **their/there** on the sideboard.

She **quietly/quitely** rose from her armchair, **quiet/quite** determined to find out **were/where** the dictionary was.

To/too/two her relief, she found it right **there/their/they're**, **were/where** it had always **been/bean**.

She was filled with all the **exstacy/ecstasy** of the fanatical English teacher about **to/two** consult an expert.



Much **to/too/two** her surprise, her former friend, the **mischevous/ mischevious/ mischievous** postman, had written a note **too/to/two** her. It was hidden inside the front flap of her favourite book, the *Shorter Oxford Dictionary in Two Volumes*.

“I **no/know** you will look in this dictionary some day soon,” he had written. “You are such a **conscious/conscientious/conscientous** teacher that you will not be able to stop yourself. I hope you will **aquit/acquit** me of any wrongdoing in the course of our relationship. I know that my behaviour was not always **aceptable/ exceptable/ acceptable**. But my **principles/principals** were always good.



“One day, with your work ethic, I am sure that you will rise to become the **principle/ principal** of your school. I can only hope that you will **except / accept** my apologies and not find it **neccesary / necessary** to hold a grudge against me.”

Occasionally / ocassionally, thought the teacher, life really had something unexpected in store. One only needed a little **perserverance / perseverance** and a good dictionary, along with some attractive **stationary / stationery**, in order to write a life-changing letter like the one that the postman had left for her. She was so touched that she stopped worrying about her students’ failure to distinguish between like-sounding words and use apostrophes correctly.

Almost **unconsciously/unconsiously**, she began a little internal **arguement / argument**. Should she ring the postman? He had **definitly/ definately/ definitely** been a kind and decent man and the breakup of **they’re/ their/ there** relationship had left a **vacuum/vaccum** in her life. Since **their/ there seperation/ separation**, she was **conscious/consious** for the very first time that even the **presence/presents** of her beloved dictionary was not sufficient to overcome the loneliness of her **existents/ existence**.

She sighed. First, she would correct some more work from her students. Then, she would ring up the postman.

Perhaps.

My danger words are: