

GLENCOE LANGUAGE ARTS

SPELLING POWER

GRADE 10

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To the Student

This *Spelling Power* workbook provides the practice you need to improve your spelling and writing ability and to expand your vocabulary. Each spelling lesson focuses on a single spelling pattern or concept that applies to a list of words in a Word Bank. You then have several opportunities to practice what you've learned: writing the words, using them in sentences, recognizing and correcting them as you proofread, and applying the spelling pattern or concept to new words that follow the same pattern. If you have trouble with an exercise, you can always go back to the Word Bank and Key Concepts discussion, review the material, and then return to the exercise.

You can keep track of your own progress and achievement in spelling by using the Student Progress Chart, which appears on page v. With your teacher's help, you can score your work on any lesson, quiz, or test. After you know your score, use the Scoring Scale on pages vi–vii to figure your percentage. Then mark your score (or percentage correct) on the Student Progress Chart. Share your Progress Chart with your parents or guardians as your teacher directs.

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STUDENT PROGRESS CHART

Fill in the chart below with your scores, using the scoring scale on the next page.

Name: _____

	Lesson	Pretest	Oral Quiz	Unit Review
1				
2				
3				
4				
Review				
5				
6				
7				
8				
Review				
9				
10				
11				
12				
Review				
13				
14				
15				
16				
Review				
17				
18				
19				
20				
Review				
21				
22				
23				
24				
Review				
25				
26				
27				
28				
Review				
29				
30				
31				
32				
Review				

SCORING SCALE

Use this scale to find your score. Line up the number of items with the number correct. For example, if 15 out of 16 items are correct, your score is 93.7 percent (see grayed area).

Number Correct

Number of Items	Number Correct																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	100																			
2	50	100																		
3	33.3	66.7	100																	
4	25	50	75	100																
5	20	40	60	80	100															
6	16.7	33.3	50	66.7	83.3	100														
7	14.3	28.6	42.9	57.1	71.4	85.7	100													
8	12.5	25	37.5	50	62.5	75	87.5	100												
9	11.1	22.2	33.3	44.4	55.6	66.7	77.8	88.9	100											
10	10	20	30	40	50	60	70	80	90	100										
11	9.1	18.1	27.2	36.3	45.4	54.5	63.6	72.7	81.8	90.9	100									
12	8.3	16.7	25	33.3	41.7	50	58.3	66.7	75	83.3	91.7	100								
13	7.7	15.3	23.1	30.8	38.5	46.1	53.8	61.5	69.2	76.9	84.6	92.3	100							
14	7.1	14.3	21.4	28.6	35.7	42.8	50	57.1	64.3	71.4	78.5	85.7	92.8	100						
15	6.7	13.3	20	26.7	33.3	40	46.6	53.3	60	66.7	73.3	80	86.7	93.3	100					
16	6.3	12.5	18.8	25	31.2	37.5	43.7	50	56.2	62.5	68.7	75	81.2	87.5	93.7	100				
17	5.9	11.8	17.6	23.5	29.4	35.3	41.2	47	52.9	58.8	64.7	70.6	76.5	82.3	88.2	94.1	100			
18	5.6	11.1	16.7	22.2	27.8	33.3	38.9	44.4	50	55.5	61.1	66.7	72.2	77.8	83.3	88.9	94.4	100		
19	5.3	10.5	15.8	21.2	26.3	31.6	36.8	42.1	47.4	52.6	57.9	63.1	68.4	73.7	78.9	84.2	89.4	94.7	100	
20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
21	4.8	9.5	14.3	19	23.8	28.6	33.3	38.1	42.8	47.6	52.3	57.1	61.9	66.7	71.4	76.1	80.9	85.7	90.5	95.2
22	4.5	9.1	13.7	18.2	22.7	27.3	31.8	36.4	40.9	45.4	50	54.5	59.1	63.6	68.1	72.7	77.2	81.8	86.4	90.9
23	4.3	8.7	13.0	17.4	21.7	26.1	30.4	34.8	39.1	43.5	47.8	52.1	56.5	60.8	65.2	69.5	73.9	78.3	82.6	86.9
24	4.7	8.3	12.5	16.7	20.8	25	29.2	33.3	37.5	41.7	45.8	50	54.2	58.3	62.5	66.7	70.8	75	79.1	83.3
25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
26	3.8	7.7	11.5	15.4	19.2	23.1	26.9	30.4	34.6	38.5	42.3	46.2	50	53.8	57.7	61.5	65.4	69.2	73.1	76.9
27	3.7	7.4	11.1	14.8	18.5	22.2	25.9	29.6	33.3	37	40.7	44.4	48.1	51.9	55.6	59.2	63	66.7	70.4	74.1
28	3.6	7.1	10.7	14.3	17.9	21.4	25	28.6	32.1	35.7	39.3	42.9	46.4	50	53.6	57.1	60.7	64.3	67.9	71.4
29	3.4	6.9	10.3	13.8	17.2	20.7	24.1	27.6	31	34.5	37.9	41.4	44.8	48.3	51.7	55.2	58.6	62.1	65.5	69
30	3.3	6.7	10	13.3	16.7	20	23.3	26.7	30	33.3	36.7	40	43.3	46.7	50	53.3	56.7	60	63.3	66.7
31	3.2	6.5	9.7	13	16.1	19.3	22.3	25.8	29.0	32.2	35.4	38.7	41.9	45.1	48.3	51.6	54.8	58	61.2	64.5
32	3.1	6.3	9.4	12.5	15.6	18.8	21.9	25	28.1	31.3	34.4	37.5	40.6	43.8	46.9	50	53.1	56.2	59.4	62.5
33	3	6	9	12	15.1	18.1	21.2	24.2	27.2	30.3	33	36.3	39.3	42.4	45.4	48.4	51.5	54.5	57.5	60.6
34	2.9	5.9	8.8	11.8	14.7	17.6	20.6	23.5	26.5	29.4	32.4	35.3	38.2	41.2	44.1	47.1	50	52.9	55.9	58.8
35	2.9	5.7	8.6	11.4	14.3	17.1	20	22.9	25.7	28.6	31.4	34.3	37.1	40	42.9	45.7	48.6	51.4	54.3	57.1
36	2.8	5.6	8.3	11.1	13.9	16.7	19.4	22.2	25	27.8	30.6	33.3	36.1	38.9	41.7	44.4	47.2	50	52.7	55.6
37	2.7	5.4	8.1	10.8	13.5	17.1	18.9	21.6	24.3	27	29.7	32.4	35.1	37.8	40	43.2	45.9	48.6	51.4	54
38	2.6	5.3	7.9	10.5	13.2	15.8	18.4	21.1	23.7	26.3	28.9	31.6	34.2	36.8	39.5	42.1	44.7	47.4	50	52.6
39	2.6	5.3	7.7	10.3	12.8	15.4	17.9	20.5	23.1	25.6	28.2	30.8	33.3	35.9	38.5	41.0	43.6	46.2	48.7	51.3
40	2.5	5	7.5	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50



Number Correct

Number of Items	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	1																			
2																				
3																				
4																				
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16																				
17																				
18																				
19																				
20																				
21	100																			
22	95.4	100																		
23	91.3	95.6	100																	
24	87.5	91.6	95.8	100																
25	84	88	92	96	100															
26	80.8	84.6	88.5	92.3	96.2	100														
27	77.8	81.5	85.2	88.9	92.6	96.3	100													
28	75	78.6	82.1	85.7	89.3	92.9	96.4	100												
29	72.4	75.9	79.3	82.8	86.2	89.7	93.1	96.6	100											
30	70	73.3	76.7	80	83.3	86.7	90	93.3	96.7	100										
31	67.7	70.9	74.2	77.4	80.6	83.9	87.1	90.3	93.5	96.7	100									
32	65.6	68.8	71.9	75	78.1	81.2	84.4	87.5	90.6	93.8	96.9	100								
33	63.6	66.7	69.7	72.7	75.8	78.8	81.8	84.8	87.8	90.9	93.9	96.9	100							
34	61.8	64.7	67.6	70.6	73.5	76.5	79.3	82.4	85.3	88.2	91.2	94.1	97.1	100						
35	60	62.9	65.7	68.9	71.4	74.3	77.1	80	82.9	85.7	88.6	91.4	94.3	97.1	100					
36	58.3	61.1	63.8	66.7	69.4	72.2	75	77.8	80.6	83.5	86.1	88.9	91.7	94.9	97.2	100				
37	56.8	59.5	62.2	64.9	67.6	70.3	72.9	75.7	78.4	81.1	83.8	86.5	89.2	91.9	94.6	97.3	100			
38	55.3	57.9	60.5	63.2	65.8	68.4	71.2	73.7	76.3	78.9	81.6	84.2	86.8	89.5	92.1	94.7	97.3	100		
39	53.8	56.4	58.9	61.5	64.1	66.7	69.2	71.8	74.4	76.9	79.5	82.1	84.6	87.2	89.7	92.3	94.9	97.4	100	
40	52.5	55	57.5	60	62.5	65	67.5	70	72.5	75	77.5	80	82.5	85	87.5	90	92.5	95	97.5	100

Spelling Power

Lesson 1: Double Consonants

Word Bank

accommodate	commission	exaggerate	horrendous	inopportune
irregular	mayonnaise	occupation	parallel	tariff

Key Concepts

A single consonant sound is sometimes spelled with double consonants, as in *assist* and *recess*. Try to visualize these words spelled correctly as you commit them to memory. Note that some of the words in the Word Bank contain one double consonant, whereas others contain two pairs of double consonants.

Spelling Practice

Circle the word in each set below that is spelled correctly. Then write the word on the line provided.

- accommodate accomodate acommodate _____
- ireggular irreggular irregular _____
- occuppation occupation occuppation _____
- tarriff tariff tarrif _____
- horrendous horenndous horrenndous _____
- comision commision commission _____
- mayonaise mayonnaise mayonnaise _____
- exaggerrate exagerrate exaggerate _____
- innoportune inoportune inoportune _____
- parallel parrallel parralel _____

Spelling in Context

Use context clues to determine which word from the Word Bank fits in each blank below. Then write the word on the line provided.

- _____ is a condiment made of oil, egg yolks, vinegar, and lemon juice.
- A tax placed by a government on products imported into the country is a(n) _____.
- Two lines that never meet and are always the same distance apart are _____.
- A(n) _____ is a job or career.
- Something that does not conform to accepted rules is _____.

LESSON 1 continued

Proofreading Application

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

What an inoportune moment for the air-conditioning system to break down! We are going to have an even more horendous problem tonight if we don't figure out some way to accomodate the crowd of people expected to attend the presentation by the student council's Comission on School Vandalism. I didn't realize there would be such widespread interest in this report. Unless the student council has exagerrated the numbers, more people have signed up to attend than there are seats in the auditorium.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional words that contain double consonants. Find the words in the word maze and circle them. Then write the words from the maze on the lines provided.

hurricane personnel symmetry terrific wholly

x r e p e a g r l n o n s l d
 d u t e h o h e r l d e r u p
 g h u r r i c a n e d s s e o
 u n g s y m m e t r y a o s b
 e a r o e d w t d c m s a f t
 s e v n n h b l l t y t o d o
 e t h n g e a c i f i r r e t
 t u d e t h l b x t u u v y n
 w h o l l y s r e e y x o k j
 k e m f j n m s t x a a z s u

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

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Spelling Power

Lesson 2: Silent Consonants

Word Bank

column	doubt	drought	ghetto	gnarled
island	knack	psalm	psychology	wrath

Key Concepts

Many English words contain silent consonants. The words may be difficult to spell because they cannot be sounded out, and there are no general guidelines for spelling them. Study the words so that you can visualize them as you write.

Each of the words in the Word Bank contain silent consonants.

silent *n*: column

silent *k*: knack

silent *g*: gnarled

silent *s*: island

silent *gh*: drought

silent *w*: wrath

silent *b*: doubt

silent *p*: psalm, psychology

silent *h*: ghetto

Spelling Practice

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

- | | |
|--|---|
| <p>1. I dout that Ellie will come to the sophomore dance.
_____</p> <p>2. That section of the city is considered a getto.
_____</p> <p>3. When you have finished, each colum on the sheet should contain twelve words.
_____</p> <p>4. The knarled tree is more than two hundred years old.
_____</p> <p>5. I am thinking of majoring in sychology in college.
_____</p> | <p>6. My grandmother grew up on an iland in the Caribbean.
_____</p> <p>7. Julia has an exceptional nack for anticipating fashion trends.
_____</p> <p>8. Because of the continuing drougt, there is a serious water shortage in our area.
_____</p> <p>9. The choir sang a salm I had never heard before.
_____</p> <p>10. If you forget to bring in your homework, you risk incurring the rath of Mrs. Major.
_____</p> |
|--|---|

LESSON 2 continued

Spelling in Context

Complete each sentence below with the correct word from the Word Bank.

1. The old woman’s hands were _____ because of arthritis.
2. The corn crop was badly damaged this year by the _____.
3. I _____ that Ryan will win the election for student council.
4. I was familiar with the _____ that the minister read at my friend’s wedding.

Proofreading Practice

Read the paragraph below. Find the six misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The sychology books are due to arrive soon in the Long lland warehouse, but I dout they will be delivered before Tuesday. In the appropriate column, indicate the number of copies needed. The book has received excellent advance reviews. It focuses on how people who grew up in a getto adapt to living in communities with a diverse population when they are adults. Our thanks go to Toby for selecting this book. She certainly has a nack for making excellent choices.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

Spelling Application

Listed below are ten additional words that contain silent consonants. Read each crossword puzzle clue. Then determine which word from the list matches the clue and write the word in the squares provided.

- | | | | | |
|-----------|-----------|-----------|---------|-------|
| autumn | debt | eighth | gnaw | knock |
| knowledge | pneumonia | pseudonym | through | write |

Across

1. to form words
5. what has been learned
7. comes after seventh
9. to strike something
10. the season of fall

Down

2. in one side and out the other
3. fictitious name
4. disease of the lungs
6. money a person owes
8. to chew and bite

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Spelling Power

Lesson 3: Sounds of *c* and *g*

Word Bank

cease	condolences	excessive	genial	gerund
guilty	incinerate	ingenious	menace	pigeon

Key Concepts

The consonants *c* and *g* may sound soft or hard depending on the vowels or consonants that follow them. Knowing the following patterns will help you spell words that include the letters *c* and *g*. There are very few words that do not follow these patterns.

1. When *c* is followed by *a*, *o*, or *u*, it is usually pronounced with a hard sound. A hard *c* sounds like \k\, as in condolences.
2. When the letter *g* is followed by *a*, *o*, or *u*, it is usually pronounced with a hard sound. A hard *g* sounds like \g\, as in guilty.
3. When the letter *c* is followed by *e*, *i*, or *y*, it is usually pronounced with a soft sound. A soft *c* sounds like \s\, as in menace, cease, excessive, and incinerate.
4. When the letter *g* is followed by *e*, *i*, or *y*, it is usually pronounced with a soft sound. A soft *g* sounds like \j\, as in pigeon, genial, gerund, and ingenious.

Spelling Practice

Listed below are four sound patterns. On the lines below each pattern, write the word or words from the Word Bank to which it applies. One word fits two patterns. There will not be a word for every line.

1. hard *c*

3. hard *g*

2. soft *c*

4. soft *g*

LESSON 3 continued

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

1. All activities must _____ immediately so that we can prepare to leave.
2. He developed an _____ computer game that sold millions of copies.
3. A _____ is a verb that ends in *-ing* and is used as a noun in a sentence.
4. It is now illegal to _____ leaves and other yard waste in many communities.
5. I was surprised to see a _____ in my suburban backyard.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

When I offered my neighbors condolences following the death of their beloved German shepard, I felt guilty about not having done so earlier. He was a loyal dog with an almost human jenial manner, not at all how many people picture German shepard. Good guard dogs can appear to be a menass to one's safety. However, it never did sease to amaze me how gentle and devoted this dog was to his family.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Spelling Application

Listed below are six additional words that fit the patterns you have learned. Write the word or words to which each pattern applies on the lines provided. Then fill in the remaining blanks with additional words.

accent fragile intelligence necessary success gorilla

- | | | | |
|---------|-------|-------|-------|
| hard c: | _____ | _____ | _____ |
| hard g: | _____ | _____ | _____ |
| soft c: | _____ | _____ | _____ |
| soft g: | _____ | _____ | _____ |

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Spelling Power

Lesson 4: Use of *ie* and *ei*

Word Bank

achievement	besiege	caffeine	conceit	deficient
neighbor	neither	pierce	sleigh	yield

Key Concepts

You might have difficulty remembering whether to use *i* before *e* or *e* before *i* in spelling many words. In most words, *i* comes before *e* except when it follows a *c*. However, there are several additional spelling patterns that will help you to identify which of the two vowels should come first. As usual, there are exceptions.

1. Use the *ei* spelling when you hear the \ā\ sound, as in *neighbor* and *sleigh*.
2. Use the *ei* spelling when the letter *c* spells the \s\ sound, as in *conceit*.
3. Use the *ie* spelling when the letter *c* spells the \sh\ sound in a word, as in *deficient*.

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- | | |
|-------------------------------------|---|
| 1. sleigh _____
sleigh _____ | 6. acheivement _____
achievement _____ |
| 2. niether _____
neither _____ | 7. peirce _____
pierce _____ |
| 3. caffeine _____
caffiene _____ | 8. besiege _____
beseige _____ |
| 4. conciet _____
conceit _____ | 9. yeild _____
yield _____ |
| 5. neighbor _____
nieghbor _____ | 10. deficient _____
deficeint _____ |

Spelling in Context

Decide which word from the Word Bank is defined in each phrase below. Then write the word on the line provided.

- | | |
|---|---|
| 1. to make a hole through
_____ | 3. a stimulant found in coffee and cola
_____ |
| 2. to surround with armed forces
_____ | 4. a horse-drawn vehicle used on snow or ice
_____ |
| | 5. to give right of way to another
_____ |

LESSON 4 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

I assumed Ray was just displaying his conciet when he told me that he did well on the statewide acheivement tests. However, he was actually being modest. I found out that he received the highest score in our whole school. At the other extreme are people like me, who scored in the "deficeint" range on a section or two. Maybe I should ask him for some help so I can raise my score next year. I'm not the only one who didn't do very well; niether did my nieghbor Greg.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are ten additional words that fit the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

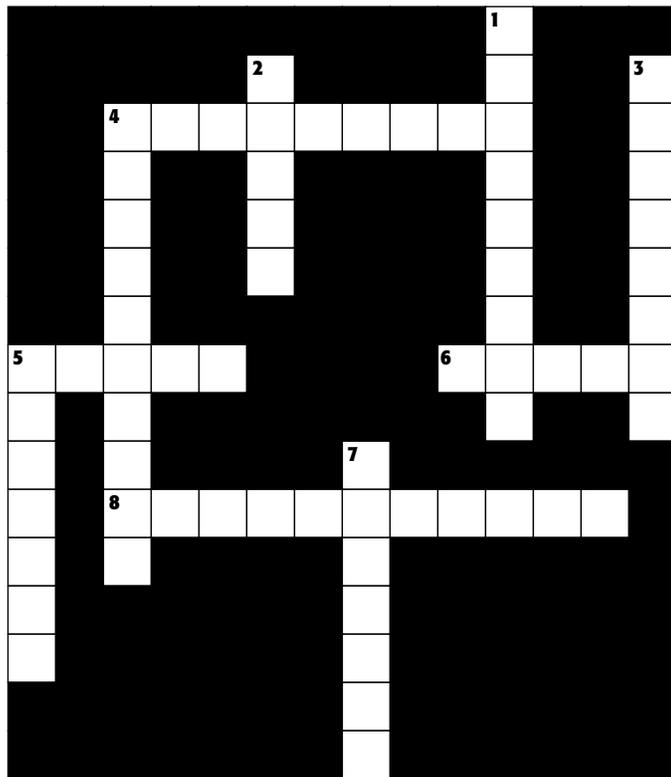
- chieftain conscience counterfeit financier leisure
- reign species spiel unwieldy weird

Across

- 4. leader of a band, tribe, or clan
- 5. extravagant talk
- 6. strange
- 8. fake

Down

- 1. one who deals with large investments
- 2. to rule
- 3. hard to handle
- 4. sense of right and wrong
- 5. a single, distinct kind of plant or animal
- 7. relaxation time



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Spelling Power

Unit 1 Review

Lessons 1–4

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. I had a turkey sandwich with Swiss cheese and mayonaise for lunch. _____
2. The two lines must be paralell so that you can measure the angles formed by the intersecting ray. _____
3. My friend prefers to insinerate his trash rather than take it to the dump. _____
4. Kerry's brother looked very guilty when she announced her diary was missing. _____
5. Chuck wants to major in sychology at the university. _____
6. There was an indefinable air of menise about the place. _____
7. Jordan risked the rath of his mother when he neglected to take out the trash. _____
8. Al's scores indicated that he was deficeint in the areas of algebra and geometry. _____
9. The police officer issued a ticket for failure to yeild at an intersection. _____
10. The protestors were ordered to sease and desist immediatly or face criminal charges. _____

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- | | | |
|--|--|--|
| <p>11. jerund
gerund
_____</p> | <p>15. gnarled
narled
_____</p> | <p>18. sliegh
sleigh
_____</p> |
| <p>12. pigeon
pijeon
_____</p> | <p>16. acheivement
achievement
_____</p> | <p>19. nieghbor
neighbor
_____</p> |
| <p>13. salm
psalm
_____</p> | <p>17. conceit
conciat
_____</p> | <p>20. pierce
peirce
_____</p> |
| <p>14. getto
ghetto
_____</p> | | |

Spelling Power

Proofreading Application

Lessons 1–4

Read the letter below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the letter.

Dear Myles,

I want to thank you for arranging for me to meet with your staff last week. It was especially kind of you to accomodate the scheduling problems caused by my flight delay. You certainly have a nack for injenious solutions to tricky problems.

I found the atmosphere in the office a jenial one. I felt comfortable immediately, especially with your assistant manager, Ray Thorp. Please extend my condolenses to him on the sudden loss of his father.

I am thinking of writing a colum in my next newsletter about your firm. I hope that niether you nor Ray will mind. I dout that many people are familiar with your management techniques, and I think that my readers will be interested in learning about them. However, I want to warn you that people may beseige you with requests for more information. On the positive side, I'm sure the publicity will gener-ate more business.

I returned home to find that the water restrictions caused by the droust had been lifted. In fact, my plane landed in a horendous storm. I leave again shortly, this time for a trip to a small iland off the coast of South Carolina.

I have been doing so much flying lately that I find my sleep cycle has become quite iregular. I'm depending more and more on caffiene to keep me awake. Then I can't sleep at night. Such are the haz-ards of my ocupation, although I do not exaggerate when I say that I wake up each morning eager to get to work.

By the way, next month I am scheduled to speak before the Senate Comission on Tarifs. I intend to raise the points you made about how excessive rates are damaging your business. Unfortunately this may be an inoportune time to bring up the topic. I'm not sure the committee members are open to new ideas.

Again, please accept my thanks. It was truly a pleasure to see you again.

Sincerely,
George

- | | | |
|----------|-----------|-----------|
| 1. _____ | 8. _____ | 15. _____ |
| 2. _____ | 9. _____ | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ | |

Spelling Power

Lesson 5: Vowel Spellings

Word Bank

complaint	cue	doughy	endeavor	euphoria
pheasant	porcelain	prevail	reverie	wean

Key Concepts

You may have learned the following spelling rhyme when you were younger:

When two vowels go walking, the first one does the talking.

This guideline means that when two vowels are together in a word, the first vowel is usually pronounced with the long vowel sound and the second vowel is silent. The vowel pairs in these words illustrate this concept:

complaint (\ā\), *doughy* (\ō\), *cue* (\kū\), *prevail* (\ā\), and *wean* (\ē\).

Many words have vowel pairs that do not follow the regular pattern. You must visualize the words spelled correctly.

1. In some words, the short vowel sound of the first vowel is pronounced, as in *pheasant* (\e\) and *endeavor* (\e\).
2. In others, the short sound of the second vowel is pronounced, as in *porcelain* (\i\).
3. In still other words, the long sound of the second vowel is pronounced, as in *reverie* (\ē\) and *euphoria* (\ū\).

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | |
|--------------|----------|-------|
| 1. cue | prevale | _____ |
| 2. uphoria | doughy | _____ |
| 3. reverie | porcelin | _____ |
| 4. phesant | wean | _____ |
| 5. complaynt | endeavor | _____ |

Spelling in Context

Complete each sentence below with the correct word from the Word Bank.

1. The rolls tasted too _____, as if they had not been baked long enough.
2. I am trying to _____ myself from my dependence on coffee.
3. In Great Britain, the public shouts with _____ whenever the Queen appears.
4. Citizens must _____ to improve the country.
5. The couple served _____ as the main course at their wedding reception.

LESSON 5 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Every Saturday morning—as if on que—my grandmother rises early to visit neighborhood garage sales in the hope of finding something valuable. I have often made the complaynt that her endeavor is not usually useful. However, last Saturday she shed her reputation for filling the house with other people’s unwanted belongings when she brought home a Chinese vase made of porcelin. This discovery supports the value of her hobby, which likely will preveil despite my objections.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional words that fit patterns you have learned. Find the words the word maze and circle them. Then write the word or words from the maze to which each pattern applies on the lines provided.

bereaved breadth fiend heifer realism

b n e c k s j a r n q v u i
 u r s s g v b c e g o e x n
 a f e t u m z c a n i n l f
 c r w a k c f i l c y n i o
 a a n i d s c h i e f e a n
 r b t e k t u e s x n b o l
 c j s e e r h y m d j h j s
 x h e i f e r n u s d m l g
 g e d e v a e r e b n u a e

- 1. Pattern 1: first vowel pronounced as a long vowel _____
- 2. Pattern 2: first vowel pronounced as a short vowel _____
- 3. Pattern 3: second vowel pronounced as a long vowel _____

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Spelling Power

Lesson 6: Diphthongs and Vowel + r Shifts

Word Bank

aerosol	audition	bayou	disheartened	foundry
hearsay	orderly	scowl	turbulent	unspoiled

Key Concepts

A diphthong is a gliding vowel sound that is produced when two vowel sounds are combined, as in *toy*. Recognizing the combinations of letters that make up diphthongs will help you spell a variety of words.

Sound	Spelling	Word
\ô\	<i>au</i>	audition
\î\	<i>ay</i>	bayou
\ou\	<i>ou</i>	foundry
\ou\	<i>ow</i>	scowl
\oi\	<i>oi</i>	unspoiled

When the letter *r* appears after a vowel, the *r* changes the way that vowel is usually pronounced. This change is called a vowel + *r* shift.

Sound	Spelling	Word
\ā\	<i>aer</i>	aerosol
\ā\	<i>ar</i>	disheartened
\ē\	<i>ear</i>	hearsay
\ô\	<i>or</i>	orderly
\er\	<i>ur</i>	turbulent

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- dishartened disheartened _____
- hearsay heresay _____
- scoul scowl _____
- aerosol airosol _____
- unspoyled unspoiled _____
- orderly ordurly _____
- audition oddition _____
- bayou biyoo _____
- terbulent turbulent _____
- foundry fowndry _____

LESSON 6 continued

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

1. My _____ for the high school play was not as embarrassing as I thought it would be.
2. During fire drills, we must file out of the building in a(n) _____ manner.
3. Manufacturers have changed the production process for _____ sprays to comply with new environmental regulations.
4. The _____ on Luke’s face indicated to me that his baseball team had lost the game.
5. I hope that we do not encounter _____ air during our plane ride.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Last summer I stayed with my cousin Jeremy in Louisiana where we spent most of our time enjoying the unspoyild beauty of the biyou. A few days ago, I became dishartened when Jeremy called to tell me that the owner of a fowndry was planning to relocate his business to Jeremy’s hometown. Jeremy was concerned that development of the area would have a negative effect on the environment, including the plants and the animals in the region. Nevertheless, Jeremy hoped that the news might be heresay and planned to investigate further.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | |

Spelling Application

Listed below are ten additional words that fit the patterns you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

aisle	berth	endowment	heiress	pause
rehearsal	revere	royalist	sinister	sparsely

- | | |
|--------------------|--------------------|
| 1. mdtoenwen _____ | 6. erevre _____ |
| 2. sreyp las _____ | 7. hreeasra _____ |
| 3. lsiae _____ | 8. supae _____ |
| 4. ereshsi _____ | 9. tberh _____ |
| 5. yartiso _____ | 10. erssinit _____ |

Spelling Power

Lesson 7: Common Plural Forms

Word Bank

altos	buoys	burritos	cavities	egos
masses	rodeos	sheaves	studios	veto

Key Concepts

The two most common ways to change a noun from the singular to the plural form are to add *s* or *es* to the end of the word. However, there are some variations to this pattern. These guidelines will help you spell most common noun plurals correctly.

1. When a noun ends in a vowel + *y*, add *s*. *buoy* ⇒ *buoys*.
2. When a noun ends in a consonant + *y*, change the *y* to *i* and add *es*. *cavity* ⇒ *cavities*.
3. When a noun ends in *o* or in a vowel + *o*, add *s*. *rodeo* ⇒ *rodeos* *studio* ⇒ *studios*.
4. When a noun ends in *s*, *ss*, *x*, *z*, *ch*, or *sh*, add *es*. *mass* ⇒ *masses*.
5. Nouns ending in a consonant + *o* may add *s* or *es*. Commit these words to memory.
alto ⇒ *altos* *burrito* ⇒ *burritos* *veto* ⇒ *veto*.
6. When a noun ends in *f*, sometimes an *s* is added; sometimes the *f* changes to a *v* and *es* is added.
belief ⇒ *beliefs* *sheaf* ⇒ *sheaves*

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Write the word correctly on the line provided.

- | | | | | | |
|-------------|----------|-----------|----------|------------|---------|
| 1. vetos | egos | 3. sheafs | rodeos | 5. egoes | veto |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. cavities | studioes | 4. massis | burritos | 6. burrito | studios |
| _____ | _____ | _____ | _____ | _____ | _____ |

Spelling in Context

In each sentence, find the misspelled word and circle it. Write its correct spelling on the line provided.

1. There is a Mexican restaurant in my neighborhood that serves excellent burrito
2. The altoes sang slightly off-key throughout the entire performance.
3. The senators were pleased that few of their bills had suffered vetos.
4. My dentist advised me to brush, floss, and avoid sweets to prevent cavity
5. The lifeguards set up buoyes to warn swimmers of underwater currents.

LESSON 7 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

When I was in California, I visited several movie studios and had the opportunity to sit in on the filming of an old-fashioned western. Sheafs of hay dotting the landscape made the set seem authentic. One of the actors had actually competed in several rodeoes. He confessed to me that when the bronco riders are thrown from their horses, their egoes take the hardest blows. He also commented that although his acting career is quite successful, he misses the attention of the massis at the rodeos.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional words that fit the patterns you have learned. The s and es endings have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the lines below.

beliefs crevasses echoes logos trenches

CODE

a=12 b=7 c=14 d=8 e=18 f=3 g=16 h=20
 i=10 j=5 k=17 l=4 m=21 n=23 o=2
 p=25 q=13 r=1 s=24 t=15 u=9 v=22 w=11
 x=19 y=6 z=26

				s					
4	2	16	2	24					
				e	s				
18	14	20	2	18	24				
						s			
7	18	4	10	18	3	24			
						e	s		
15	1	18	23	14	20	18	24		
							e	s	
14	1	18	22	12	24	24	18	24	

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

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Spelling Power

Lesson 8: Uncommon Plural Forms

Word Bank

antennae	appendixes	axes	diagnoses	emphases
media	memorandums	parentheses	phenomena	stimuli

Key Concepts

Many nouns that come from ancient languages, such as Latin or Greek, have retained their plural forms. However, some plurals of borrowed words are spelled according to the common English pattern of adding *s* or *es*. The following guidelines will be helpful in determining the spelling of the plural of a borrowed word.

- When the noun ends in *is*, change the *is* to *es*.
axis ⇒ *axes* *diagnosis* ⇒ *diagnoses* *emphasis* ⇒ *emphases* *parenthesis* ⇒ *parentheses*
- When the noun ends in *us*, the *us* may be changed to *i*. *stimulus* ⇒ *stimuli*
However, sometimes *es* is added to form the plural. *virus* ⇒ *viruses*
- When the noun ends in *um*, the *um* is often changed to *a*. *medium* ⇒ *media*
However, some words that end in *um* follow the English pattern of forming the plurals.
memorandum ⇒ *memorandums*
- When the noun ends in *on*, change the *on* to *a*. *phenomenon* ⇒ *phenomena*
- When the noun ends in *a*, add *e*. *antenna* ⇒ *antennae*
- A number of borrowed words that end in *x* follow the English pattern of forming plurals.
appendix ⇒ *appendixes*

The plural form of some words may use either the foreign plural or the English plural spelling. Use a dictionary to determine the preferred spelling. The first spelling listed is considered the preferred form.

Spelling Practice

Form the plural of each word. Write the new word on the line provided.

- | | | |
|-----------------------------|------------------------------|--------------------------------|
| 1. axis + es =
_____ | 5. phenomenon + a =
_____ | 8. diagnosis + es =
_____ |
| 2. medium + a =
_____ | 6. emphasis + es =
_____ | 9. parenthesis + es =
_____ |
| 3. stimulus + i =
_____ | 7. antenna + e =
_____ | 10. memorandum + s =
_____ |
| 4. appendix + es =
_____ | | |

LESSON 8 continued

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

1. Sharon had drawn the _____ inaccurately, causing her other measurements for the sculpture to be imprecise as well.
2. Maxwell went to two doctors and received two different _____ of his condition.
3. The news _____ is frequently blamed for problems in our society.
4. A characteristic of an insect is that it has two _____ on its head.
5. Unexplained and unusual _____ are sometimes mistakenly interpreted as craft from outer space.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the word on the lines below the paragraph.

During the beginning of my junior year in high school, I began to pore over college catalogs. Among the many stimulæ for my search was the desire to be on my own as I prepared for adult responsibilities. After visiting several universities, I found that their emphasses on academics varied widely. I chose a school and sent in the application and the appropriate appendixis. I soon received memorandi regarding changes in financial aid policy. A large grant by a well-known figure in the news medium had provided additional scholarship funds. It looked like my dreams for a college education would be realized.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | |

Spelling Application

Listed below are ten additional words that fit patterns you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it on the line provided.

alumni	bacteria	campuses	censuses	criteria
hypotheses	minimums	nuclei	radii	vertebrae

- | | |
|--------------------|----------------------|
| 1. imnual _____ | 6. scamsupe _____ |
| 2. eetbarevr _____ | 7. inimmmus _____ |
| 3. tcreabia _____ | 8. iraid _____ |
| 4. uscsnese _____ | 9. actireri _____ |
| 5. lcieun _____ | 10. pyhotsseeh _____ |

Spelling Power

Unit 2 Review

Lessons 5–8

Decide which word from the Word Banks in the four preceding lessons is defined in each phrase below. Then write it on the line provided.

- 1. factors that cause a response _____
- 2. marshlike body of water _____
- 3. groups of articles, such as grain or similar plants, bound together _____
- 4. place where materials, usually metal, are melted and poured into molds _____
- 5. floating markers that warn of danger in the water _____
- 6. a facial expression that indicates strong displeasure _____
- 7. a daydream _____
- 8. information heard from someone else; possibly a rumor _____
- 9. a signal _____
- 10. feeling discouraged or lacking motivation _____

Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | |
|--|--|--|
| <p>11. prevale
unspoiled
_____</p> | <p>15. burritos
doeghy
_____</p> | <p>18. axes
stimuli
_____</p> |
| <p>12. arosol
appendixes
_____</p> | <p>16. cavitys
porcelain
_____</p> | <p>19. bayou
sheafs
_____</p> |
| <p>13. porcelin
pheasant
_____</p> | <p>17. parentheses
rodeoos
_____</p> | <p>20. fowndry
buoys
_____</p> |
| <p>14. antennae
memorandae
_____</p> | | |

Spelling Power

Proofreading Application

Lessons 5–8

Read the magazine article below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the article.

The Latest on the Music Scene

Four years after their debut album hit record stores and won the hearts of the masses as well as the media, the Bouncing Babies have released their second album. Unfortunately the egos of the lead singers (two talented altoes) and their turbulent lives outside the recording studios seem to be affecting the quality of their songwriting. Many Babies fans will be disheartened by this latest release.

In other news, TTV Records of London recently held an audision for new talent. Kris Kralee, one of the many hopefuls, expressed his uphoria as he entered the studio. However, he missed the orchestra's kew and didn't qualify for the callback. Kralee could only scoul when he heard the results. His reveree had become a nightmare.

The teen group Fresh Places guarantees that hip-hop fans will have no cause for complaynt about a lack of new material. Most of the group's latest tracks reflect a fascination with natural phenomenons and the environment. The songs' emphasises range from the impact of devastating hurricanes on poor countries to the effect of airosol sprays on the ozone layer.

Reports on the condition of heavy metal star Bodkin do not sound promising. An ordirly from New York City's Hope Clinic claims to have seen the diagnosises of several doctors. The physicians are allegedly trying to ween Bodkin from a respirator without much success. The singer's manager has cate-gorized these reports as heresay.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Spelling Power

Lesson 9: Doubling the Final Consonant

Word Bank

compelled	conferred	formally	inherited	leveled
meekness	occurring	preference	profited	propelling

Key Concepts

When a suffix is added to the a word root, the final consonant may or may not be doubled. Use the following guidelines to help you determine when to double the final consonant. Then try to visualize these words as you learn to spell them.

1. Double the final consonant if the stress is placed on the last syllable of the root word, as in *compelled*, *conferred*, *occurring*, and *propelling*.
2. Do not double the final consonant if the suffix begins with a vowel and the last syllable of the word root is not stressed, as in *leveled*, *inherited*, and *profited*.
3. Do not double the final consonant if the suffix begins with a vowel and the last syllable of the word root is not stressed after the suffix is added, as in *preference*.
4. Do not double the final consonant if the suffix begins with a consonant, as in *formally* and *meekness*.

Spelling Practice

Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly on the line.

- | | | |
|--|--|--|
| <p>1. profitted
profited
_____</p> | <p>5. propeling
propelling
_____</p> | <p>8. occuring
occurring
_____</p> |
| <p>2. meekkness
meekness
_____</p> | <p>6. levelled
leveled
_____</p> | <p>9. formally
formaly
_____</p> |
| <p>3. inheritted
inherited
_____</p> | <p>7. confered
conferred
_____</p> | <p>10. preference
preference
_____</p> |
| <p>4. compelled
compeled
_____</p> | | |

LESSON 9 continued

Spelling in Context

Use context clues to determine which word from the Word Bank fits in each blank below. Then write the word on the line provided.

I realized that my (1) _____ was preventing me from following my dream, so I decided to be bold. I (2) _____ with the other members of my family and told them I was using the money I had (3) _____ to start a business. Although they were surprised, they were glad that I had (4) _____ with them. They asked if they could work with me. We have spent the last two years (5) _____ ourselves to the top of the business world.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

They began the meeting by formally introducing the new president. In her opening speech, Ms. Conrad said that she felt compeled to mention how greatly the company had profitted from the policies her predecessor had instituted. She added that although it would be her preferrence to reward each employee individually, the chief financial officer had recommended a company-wide celebration. In her final remarks, the president said that a dinner party in honor of the staff would be occuring on a yacht that evening.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | |

Spelling Application

Listed below are ten additional words that fit the patterns you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

accidentally	beginning	commitment	gladly	keenness
redde	referred	regretted	spotty	submitted

- | | |
|--------------------|-----------------------|
| 1. stopy _____ | 6. nnnnggieb _____ |
| 2. ttbmdseui _____ | 7. tmmimentoc _____ |
| 3. deedrn _____ | 8. aaediclclynt _____ |
| 4. rrrreeefd _____ | 9. skenenes _____ |
| 5. eeegrddt _____ | 10. dallyg _____ |

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Spelling Power

Lesson 10: Syllabication

Word Bank

essence	haggle	hallucinate	hotbed	migratory
minimize	petty	preexist	rehabilitate	subtitles

Key Concepts

When you are unsure of how to spell a word, sound it out. Say the word slowly. Listen to the way that it breaks naturally into parts or syllables. Then spell each syllable individually. Syllabication often follows the patterns listed below. Try to visualize the spelling of each word as you sound it out.

1. Compound words break into the words of which they are composed, as in *hot-bed*.
2. Prefixes and suffixes usually form separate syllables, as in *pre-ex-ist*, *re-ha-bil-i-tate*, and *sub-ti-tles*.
3. A new syllable usually begins after a long vowel sound, as in the first syllable of *mi-gra-to-ry*.
4. A single vowel sound may form its own syllable, as in *min-i-mize*.
5. A syllable with a short vowel sound usually ends with the consonant that follows the short vowel, as in *es-sence*, *hag-gle*, and *pet-ty*.

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | | | | |
|------------|-----------|--------------|------------|-----------------|--------|
| 1. prexist | petty | 3. subtitles | minemize | 5. haggle | esence |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. pety | migratory | 4. preexist | halucinate | 6. rehabilitate | hotbed |
| _____ | _____ | _____ | _____ | _____ | _____ |

Spelling in Context

Complete each sentence below with the correct word from the Word Bank.

1. At the landscape nursery, seedlings are raised on a _____.
2. She attempted to _____ the damage by apologizing.
3. Getting too little sleep can cause a person to _____.
4. Did your stiff neck _____ the accident?
5. The _____ for the film were in Spanish.

LESSON 10 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Anthea strolled through the marketplace wondering whether to go back and haggle over the price of the carpet she wanted. She felt pety for not buying the carpet, but spending money on a rug would only add to the esence of her problem. She had traveled to the region with the hope of being able to rehabilitate sick or injured migretory birds. After several weeks, she had not been able to find an organization that was willing to fund her project and her cash flow was quickly disappearing.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____

Spelling Application

Listed below are ten additional words that fit the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and fits in the squares provided.

- acquittal alphabetical animated apostrophe culprit
 irrational narrative remnant topple unable

Across

2. punctuation mark used in contractions
 3. unreasonable
 4. describing a cartoon
 5. a story
 6. to cause something to fall over
 8. one who is guilty of a crime
 9. a setting free from a criminal charge

Down

1. something that is left over
 2. a type of order for words
 7. not able

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Spelling Power

Lesson 11: Soft Final Syllables

Word Bank

curtsey	grammar	instigator	nasal	polar
ramble	recur	reformer	trowel	worldly

Key Concepts

Some words end in soft final syllables. The vowel sound in these syllables is a *schwa* (\ə\). A schwa sound can be spelled with any vowel: *a, e, i, o, u*, or *y*. A soft final syllable sometimes has a long *e* (\ē\) sound. When spelling words with soft final syllables, keep the following patterns in mind.

1. The \ə\ ending may be spelled *al, el, le, il, ile, ol, or ul*. The most common spellings are *al*, as in *nasal*; *el*, as in *trowel*; and *le*, as in *ramble*.
2. The \ər\ ending is spelled *ar, er, or, ur, yr, or re*. The most common spellings are *ar*, as in *grammar* and *polar*; *er*, as in *reformer*; *or*, as in *instigator*; and *ur*, as in *recur*.
3. Words that end in a soft, or unstressed, syllable that has the \ē\ sound may be spelled with *ey*, as in *curtsey*; *ie*, as in *genie*; or *y*, as in *worldly*.

Spelling Practice

In each case below, decide which ending should be added to make a word. Then write the word on the line.

- | | | |
|--------------------------------|------------------------------|----------------------------|
| 1. rec + (ur, er) = _____ | 5. pol + (ar, er) = _____ | 8. trow + (al, el) = _____ |
| 2. instigat + (er, or) = _____ | 6. curts + (ey, ie) = _____ | 9. ramb + (el, le) = _____ |
| 3. gramm + (ar, er) = _____ | 7. world + (ley, ly) = _____ | 10. nas + (al, le) = _____ |
| 4. reform + (ur, er) = _____ | | |

Spelling in Context

Decide which word from the Word Bank is described in each phrase below. Then write the word on the line.

- | | |
|-----------------------------------|-------------------------------|
| 1. one who provokes _____ | 4. rules of a language _____ |
| 2. to happen more than once _____ | 5. a gesture of respect _____ |
| 3. one who brings change _____ | |

LESSON 11 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Zelda was happily working in her little garden. She had just picked up her trowal when she heard someone with a familiar naseel voice calling to her. Zelda's next-door neighbor Amelia must have returned from her month in the Arctic, where she was photographing poler bears for a national magazine. Zelda wasn't in the mood to listen to Amelia rambol on about her experiences. Then she realized she was a little jealous of her worldley neighbor.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional words that fit the patterns you have learned. The endings have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the lines below.

genie humble solar tumbler vital

CODE

a=5 b=2 c=25 d=4 e=1 f=6 g=7 h=8 i=20 j=10
 k=11 l=23 m=24 n=14 o=15 p=17 q=16 r=18 s=19
 t=9 u=21 v=22 w=12 x=13 y=3 z=26

				i	e
	7	1	14	20	1
				a	r
	19	15	23	5	18
				a	l
	22	20	9	5	23
				l	e
	8	21	24	2	23
				e	r
9	21	24	2	23	1

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

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Spelling Power

Lesson 12: Suffixes and the Silent e

Word Bank

debatable	diversity	enunciation	exposure	grievous
outrageous	overseeing	shameless	traceable	untying

Key Concepts

Adding a suffix to a word that ends with a silent e often changes the spelling of that word. The e may or may not be dropped, depending on the suffix. The following guidelines can be used to determine the correct spelling. Try to visualize these words as you learn to spell them.

1. Drop the final e if the suffix begins with a vowel, as in *debatable*, *diversity*, *enunciation*, *exposure*, and *grievous*.
2. Keep the final e when the word ends in *ce* or *ge* and the suffix begins with a vowel, as in *outrageous* and *traceable*.
3. Keep the final e when the word ends in *ee* and the suffix begins with a vowel, as in *overseeing*.
4. When the word ends in *ie*, change the *ie* to *y* before adding the suffix *-ing*, as in *untying*.
5. Keep the final e when the suffix begins with a consonant, as in *shameless*.
6. Some words are exceptions to these patterns and must be committed to memory. An example is *acknowledgment*.

Spelling Practice

In each case below, add the suffix to the word. Then write the new word on the line provided.

- | | | |
|-------------------------------|-----------------------------|-----------------------------|
| 1. debate + able =
_____ | 3. diverse + ity =
_____ | 5. oversee + ing =
_____ |
| 2. enunciate + ion =
_____ | 4. outrage + ous =
_____ | 6. trace + able =
_____ |

Spelling in Context

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. Winning the Best Newcomer award was just the kind of exposeure the actress needed. _____
2. The king vowed to avenge the grieveous acts that had taken place. _____
3. There was a knot in the yarn, so she spent several minutes untieing it. _____
4. Cats are completely shamless about their love of comfort. _____
5. The diverseity of the seminars that the psychologist conducted reflected her versatile background. _____

LESSON 12 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The success of the President's speech was debateable. However, no one could deny that his careful enunciateion and the hint of anger in his voice made him a powerful speaker. He condemned the grievous situation as outragous. He vowed that he personally would be overseing the efforts to free the hostages.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____

Spelling Application

Listed below are five additional words that fit patterns you have learned. Find them in the word maze and circle them. Then write the word or words from the maze to which each pattern applies on the lines provided.

disgraceful evacuation insanity movable movement

k o o e p b l e t j s r
 w r a r r w a s g e r g
 s a x d b m r m g v k d
 g j i y g o s o j a l i
 c n n j u v u v o c a s
 d i s g r a c e f u l g
 a q a e w b w m e a e r
 d l n e i l f e w t p a
 s e i a y e f n a i p c
 g g t s o o e t y o e e
 t l y s s g e n k n r i
 y b o v l e n t o i u o

1. Pattern 1: Drop the final e in the word when adding a suffix that begins with a vowel.

2. Pattern 2: Keep the final e in the word when adding a suffix that begins with a consonant.

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Spelling Power

Unit 3 Review

Lessons 9–12

Decide which word from the Word Banks in the four preceding lessons is described in each phrase below. Then write the word on the line provided.

- 1. moving from place to place _____
- 2. careful pronunciation of words _____
- 3. having little importance _____
- 4. a gardening tool _____
- 5. to bring back to health _____
- 6. to bargain _____
- 7. to see things that aren't really there _____
- 8. to come before _____
- 9. film dialogue written in a language other than that spoken _____
- 10. an environment that favors rapid growth _____

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line provided.

- 11. instigator instigator _____
- 12. meekness meekness _____
- 13. worldley worldly _____
- 14. grammor grammar _____
- 15. nasal nasle _____
- 16. curtsie curtsey _____
- 17. untying untyeing _____
- 18. polar polor _____
- 19. rambel ramble _____
- 20. conferred confered _____

Spelling Power

Proofreading Application

Lessons 9–12

Read the company newsletter below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the newsletter.

From the President

In light of the downward trend our industry has experienced in the past year, I feel compeled to congratulate everyone formaly on the improvements Keeyra Corporation has made. Among the key factors propeling our company to success is the increased collaboration between the management and staff. We have all profitted. I believe that the esence of our company continues to be the dedication of our employees to their work and the wide diversitie of our backgrounds.

New Building Planned for Newark Site

At the Newark location, plans are in the works for tearing down Building #4 and replacing it with a modern, three-story facility. Although some employees have expressed a preference for renovating the historic structure, the board of directors felt that restoration was not cost-effective, and therefore, the issue was not debateable. Building #4 will be levelled during the month of May. Ronald Jones will be overseing the project.

Environmental Assessment to Begin

After seeing recent media coverage of local environmental hazards such as asbestos, the executive committee has decided to implement a full study of our offices and factories to minemize potential exposeure of employees to hazardous substances.

“There is no grieveous problem,” said human resources director Claire Barton. “Nevertheless, we want to continue to safeguard the health of our employees. It’s a practice that we have inheritted from the company founder, Mark O’Brien, a reformar who once made a costly decision to relocate a plant for safety reasons. We do not want any such situation to recurr.”

Employee News

Our sympathy to Mike Jetta, who was shamless in admitting he broke his ankle in a bad fall from his bike. Mike has entered a cross-country bicycle race occuring in July. Think poler thoughts, Mike. Summer heat can be outragous!

- | | | |
|----------|-----------|-----------|
| 1. _____ | 8. _____ | 15. _____ |
| 2. _____ | 9. _____ | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ | |

Spelling Power

Lesson 13: Suffixes and the Final y

Word Bank

classifying	employed	fortification	frayed	furious
displaying	peculiarities	reliance	tallied	unruliness

Key Concepts

Adding a suffix to a word that ends in *y* may require a change in the word's spelling. The following guidelines will help you decide whether the spelling should be changed and, if so, how to change it. Try to visualize these words as you study them.

- If there is a vowel before the final *y*, keep the *y*.
 employ + ed = employed fray + ed = frayed display + ing = displaying
- If there is a consonant before the final *y*, change the *y* to *i* before adding the suffix.
 fortify + cation = fortification fury + ous = furious rely + ance = reliance
 tally + ed = tallied unruly + ness = unruliness
- When adding the suffix *-ing*, keep the *y*.
 classify + ing = classifying
- To form the plural of a word that ends in *y*, change the *y* to *i* and add *es*.
 peculiarity + es = peculiarities

Spelling Practice

Combine each word and suffix. Write the new word on the line provided.

- | | |
|--------------------------------|-----------------------------|
| 1. tally + ed =
_____ | 4. unruly + ness =
_____ |
| 2. fortify + cation =
_____ | 5. fray + ed =
_____ |
| 3. classify + ing =
_____ | 6. employ + ed =
_____ |

Spelling in Context

Decide which word from the Word Bank is defined below. Then write the word on the line provided.

- | | |
|--------------------------|----------------------|
| 1. oddities _____ | 4. showing _____ |
| 2. extremely angry _____ | 5. misbehavior _____ |
| 3. dependence _____ | |

LESSON 13 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

As Carmen prepared for her job interview with Mr. Brown, she realized her nerves were completely fraid. To calm herself, she went for a brisk walk around the park. For added fortification, she stopped for an ice cream cone from her favorite stand and then headed to Mr. Brown’s office. During the inter-view, Carmen observed that Mr. Brown was writing notes in two separate columns. She assumed he was classifying everything she said into strengths and weaknesses. When Carmen left, she was sure she would be emloid by the end of the day. She was convinced that after Mr. Brown had tallied the two columns, he would have no choice but to offer her the job.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional words that fit patterns for adding suffixes to words ending in y. Write the word or words to which each pattern applies on the lines provided. One word fits two patterns.

defraying enjoyable guiltily purification surliness

- 1. Pattern 1: If a vowel precedes the final y, keep the y. _____
- 2. Pattern 2: If a consonant precedes the final y, change the y to i. _____
- 3. Pattern 3: If the suffix is *-ing*, keep the y. _____

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Spelling Power**Lesson 14: The Suffixes *-ance*, *-ence*, *-ant*, *-ent*****Word Bank**

adolescence	dependent	inhabitant	inheritance	maintenance
negligent	predominant	prominence	stimulant	tolerance

Key Concepts

A suffix is a syllable that can be added to the end of a word. Adding a suffix to a word often changes the function of the original word. This lesson explores four common suffixes: *-ance*, *-ence*, *-ant*, and *-ent*. Because the spelling of words with suffixes can be confusing, try to visualize the words as you study them.

- The suffixes *-ance* and *-ence* mean "the state, condition, or quality of" and are used to create nouns. For example, *prominence* means "a condition of being prominent." The suffixes *-ance* and *-ence* may be added to word roots that are not complete words, as in *adolescence* and *tolerance*; complete words, as in *inheritance*; or words whose spelling has been altered, as in *maintenance*.
- Adding the suffixes *-ant* and *-ent* to words can create both nouns and adjectives. When used to create nouns, the suffixes *-ant* and *-ent* mean a person or thing that has the characteristic of the root word. For example, *inhabitant* means "one who inhabits" and *stimulant* means "something that stimulates."

When used to create adjectives, *-ant* and *-ent* refer to a person, place, or thing "that does" or "that shows" the action of the word root, as in *predominant*, *negligent*, and *dependent*.

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- | | | | |
|-----|--------------|-------------|-------|
| 1. | prominance | prominence | _____ |
| 2. | inhabitant | inhabitent | _____ |
| 3. | tolerence | tolerance | _____ |
| 4. | adolescance | adolescence | _____ |
| 5. | maintainance | maintenance | _____ |
| 6. | negligent | negligant | _____ |
| 7. | dependent | dependant | _____ |
| 8. | predominent | predominant | _____ |
| 9. | inheritance | inheritence | _____ |
| 10. | stimulent | stimulant | _____ |

LESSON 14 continued

Spelling in Context

Complete each sentence below with the correct word from the Word Bank.

1. Mariellen plans to use the money from her _____ to start a new business.
2. My grandmother’s stories of her own _____ always amazed me, since I still have trouble believing she had ever been a teenager.
3. Caffeine, which makes your heart beat faster and keeps you awake, is called a _____.
4. The police captain’s _____ in town prevented her from going anywhere unrecognized.
5. After he broke his hand, Ilya was _____ on a tape recorder to help remember class discussions.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The inhabitants of the apartment building gathered for a special meeting. The predominant issue was how to address the problems caused by the Wilsons. They left garbage everywhere, knocked out lights in the hallway, and were especially negligent about keeping the front door locked and secure. The maintenance man complained about the extra time he spent cleaning up after the family. The tenants’ tolerance for their neighbors’ behavior had run out.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Spelling Application

Listed below are ten additional words that fit the patterns you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

abundant	component	confident	ignorance	inhalant
nutrient	permanent	relevance	sequence	significance

- | | |
|--------------------|----------------------|
| 1. vneelraec _____ | 6. cciisefagnn _____ |
| 2. grcaioenn _____ | 7. nomtpcone _____ |
| 3. tbanuadn _____ | 8. nmaeptnre _____ |
| 4. sqeecneu _____ | 9. ttuenrri _____ |
| 5. hanatlni _____ | 10. dtoicfnen _____ |

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Spelling Power

Lesson 15: The Suffixes *-ize*, *-ise*, *-yze*

Word Bank

advise	analyze	characterize	dramatize	familiarize
merchandise	monopolize	oxidize	philosophize	pulverize

Key Concepts

The suffixes *-ize*, *-ise*, and *-yze* are used in hundreds of verbs. As verb suffixes, they mean “to make” or “to become.” Try to visualize these words as you study them.

1. The suffix *-ize* is the most commonly used of the three. It is often added when the word root ends in a consonant, as in *characterize* and *familiarize*. If the word root ends in a vowel, a consonant may be added before the suffix *-ize*, as in *dramatize*.
2. If the word root ends in *y*, the *y* may be deleted before adding *-ize*, as in *monopolize* and *philosophize*.
3. The suffix *-ize* can be used with word roots that cannot stand alone, as in *oxidize* and *pulverize*.
4. The suffix *-ise* often follows the letters *c*, *m*, *v*, or *pr*, as in *advise*. It is also used in some common business words, such as *merchandise*.
5. The suffix *-yze* is used rarely. Commit words such as *analyze* to memory.

Spelling Practice

In each case below, decide which suffix (*-ize*, *-ise*, or *-yze*) should be added to the word or word root below. Use the Key Concepts to help you spell the word correctly. Write the new word on the line provided.

- | | |
|--------------------|----------------------|
| 1. character _____ | 6. drama _____ |
| 2. pulver _____ | 7. familiar _____ |
| 3. merchant _____ | 8. ana _____ |
| 4. monopoly _____ | 9. oxide _____ |
| 5. adv _____ | 10. philosophy _____ |

Spelling in Context

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. Beth was told to vacuum seal the silver tray so that it would not oxidize. _____
2. The principal began to philosophise on the role of teachers. _____
3. Before you start assembling the bicycle, familiarise yourself with the directions. _____
4. We watched the worker use a jackhammer to pulveryze the old cement sidewalk. _____
5. The shopkeeper decided to merchandize only products made by local artists. _____

LESSON 15 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Nan was concerned about having few friends. She asked Donna to advise her. Donna agreed to talk with her and analyze the problem. After a long afternoon, Donna said to Nan, "The problems seem clear. First, you characterise all your friends by their faults instead of by their strengths. Second, you seem to dramatise every little incident. Relax a bit! Finally, if today is any indication, you seem to monopolize every conversation. Try listening to your friends."

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional words that fit the patterns you have learned. The *-ise* and *-ize* endings have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the lines below.

compromise recognize systematize utilize visualize

CODE

a=12, b=23, c=8, d=19, e=4, f=15, g=26,
 h=11, i=22, j=7, k=18, l=3, m=14, n=25,
 o=10, p=21, q=6, r=17, s=2, t=13, u=24,
 v=9, w=20, x=5, y=16, z=1

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

						i	z	e		
	24	13	22	3						
						i	z	e		
17	4	8	10	26	25					
						i	z	e		
9	22	2	24	12	3					
							i	s	e	
	8	10	14	21	17	10	14			
								i	z	e
2	16	2	13	4	14	12	13			

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Spelling Power

Lesson 16: Prefixes

Word Bank

antibiotic	appalling	bilingual	commemorate	disembodied
preconception	reconcile	subconscious	superfluous	unicycle

Key Concepts

A prefix is added to the beginning of a word root. Adding a prefix does not alter the spelling of the word root. However, adding a prefix to a word does change the meaning of the original word.

1. The prefixes *uni-* (one) and *bi-* (two) refer to quantities, as in *unicycle* and *bilingual*.
2. The prefixes *sub-* (below) and *super-* (above) refer to position, as in *subconscious* and *superfluous*.
3. The prefixes *pre-* (before) and *re-* (again) refer to time, as in *preconception* and *reconcile*.
4. The prefixes *anti-* (against) and *dis-* (not) make a word negative, as in *antibiotic* and *disembodied*.
5. The prefix *com-* takes many spellings, including *con-* and *co-*, and means "together" or "with," as in *commemorate*.
6. The prefix *ad-*, which often means "toward," can change its spelling to match the first letter of the word or root that follows, as in *appalling*.

Spelling Practice

Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | |
|-------------------------------|--------------------------------|---------------------------------|
| 1. subconscious antebiotic | 3. antibiotic priconception | 5. superfluous preconception |
| _____ | _____ | _____ |
| 2. adpalling superfluous | 4. supconscious bilingual | 6. disembodied reconcile |
| _____ | _____ | _____ |

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

1. The clown juggled several bowling pins while riding his _____ around the circus ring.
2. The fast drops, loops, and corkscrew turns of the roller coaster gave me the sensation of being _____.
3. The _____ newspaper was printed in both Hebrew and Arabic.
4. Every year we _____ the founding of our town with a community picnic at the park.
5. Living conditions after the flood were absolutely _____.

LESSON 16 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Any priconception the young intern had about working in a large city hospital emergency room quickly evaporated. He raced from patient to patient, his subaconscious memories of his medical school classes guiding him in dispensing antibiotics and other medications to the patients. Sometimes his efforts were suporfluous. There were just too many patients and too little time to devote to each one. He had to reconcile himself to that fact as he met the real world face to face.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are ten additional words that fit the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

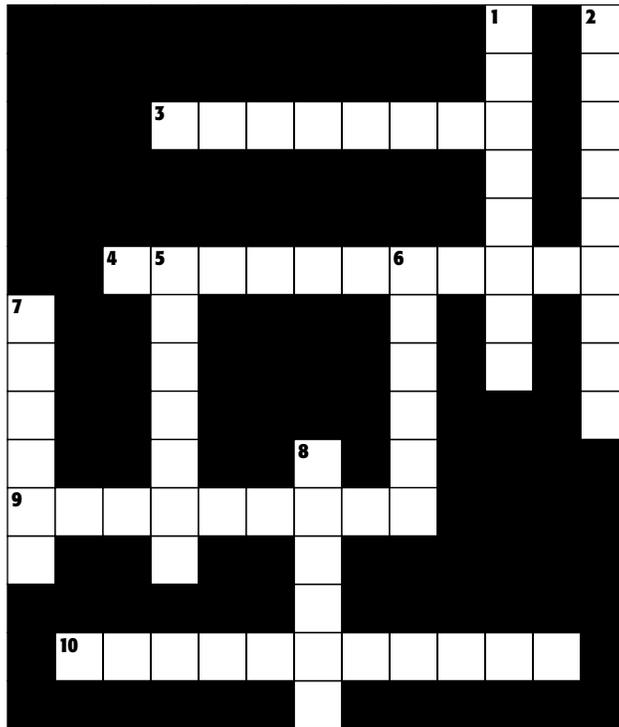
- accord antitrust apprehend biweekly combat
- disallow revive subdivision supertanker uniform

Across

- 3. refuse to permit
- 4. huge ship for transporting oil
- 9. capture
- 10. smaller unit, usually of land

Down

- 1. once every two weeks
- 2. opposed to business monopolies
- 5. the same, not varying
- 6. mutual agreement
- 7. fight against
- 8. bring back to life



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Spelling Power

Unit 4 Review

Lessons 13–16

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. The dentist has a new drill that can pulverise enamel surrounding tooth decay within seconds. _____
2. Studying for my final exams is predominant in my schedule right now. _____
3. Amy tried to reconcile her checkbook with her bank statement. _____
4. Annette’s nerves were fraid by the experience. _____
5. Dennis realized that his tolerence for anchovies on pizza was close to nil. _____
6. The bylingual announcements were made in English and French. _____
7. The pharmacist told John to take the antebiotic until all the pills were gone. _____
8. Every April on Patriot’s Day, volunteers dramitize the Battle of Lexington. _____
9. For additional fortafication, the castle walls had extra braces. _____
10. When all the votes were tallyed, Courtney had been elected class treasurer. _____

Read each statement and write the word described.

11. Add the prefix *uni-* to *cycle*. _____
12. Change the spelling of the word *maintain* before adding *-ance*. _____
13. Add the suffix *-ing* to *classify*. _____
14. Drop the final *y* of *monopoly* before adding the suffix *-ize*. _____
15. Add the suffix *-ant* to the word root *stimul*. _____

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | | |
|-----|--------------|--------------|-------|
| 16. | displaing | displaying | _____ |
| 17. | philosophize | philosophise | _____ |
| 18. | disembodied | dissembodied | _____ |
| 19. | oxidyze | oxidize | _____ |
| 20. | inhabitent | inhabitant | _____ |

Spelling Power

Proofreading Application

Lessons 13–16

Read the biographical sketch below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the story.

Clothes Call

Throughout her adolescence, Della Wayne planned for the day she would own her own clothing boutique. Even at night in her dreams, her subconscious mind would plan for her future.

Della began with no preconception of the best way to run a store. However, week after week, in the time she spent in various stores, she would familiarize herself with fabrics and patterns. She would also analyze the steps various owners took to promote their merchandise. She noticed the peculiarities of each shop, observing even the smallest details which, while apparently superfluous, helped to shape the personality of the shop.

After college, where she tackled her accounting and marketing courses with an almost furious passion, Della received a modest inheritance from a distant relative. Thrilled that she would be able to avoid financial reliance on a bank loan, Della opened a small shop and employed her first store manager.

A short month later, she almost closed her shop forever. She had been so busy worrying about choosing clothes to sell that she had been negligent in regard to training her staff.

Fortunately a good friend stopped by to advise her about the problems in the store. The friend noticed a general unruliness among the workers that was appalling to potential customers.

Della took prompt action, firing the manager and starting again with a new staff. No longer would she be dependent on someone else to train her workers. She would meet with all employees personally and characterize a stellar clothing-store employee for them.

From that moment on, things went smoothly. Her boutique gained prominence in the community. Finally, at a party to commemorate the launch of her own line of casual clothing, Della was able to savor her success.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Spelling Power

Lesson 17: Noun Suffixes

Word Bank

conviction	dictatorship	encouragement	fusion	futility
internship	mountaineer	prejudice	solitude	vocation

Key Concepts

As you have learned, a suffix can be added to the end of a word root to change a word from one part of speech to another. Try to visualize the spelling of these nouns as you study them.

- The suffixes *-ion*, *-ice*, and *-ment* are commonly added to verbs and indicate an action, a state of being, or a result.
 convict + ion = conviction prejudge + ice = prejudice encourage + ment = encouragement
- The suffix *-ity* means "the state or the condition of being a certain way." It is commonly added to adjectives.
 futile + ity = futility
- When a word ends in a silent *e*, drop the *e* before adding *-ion*, *-ice*, or *-ity*.
 fuse + ion = fusion futile + ity = futility
- The suffix *-eer* can be added to a noun to form a new noun that refers to a person who performs an action related to the original noun.
 mountain + eer = mountaineer (one who climbs mountains)
- The suffix *-ship* can be added to a noun that refers to a person to create a new noun that describes the office, status, or rank of that person.
 intern + ship = internship (position held by an intern) dictator + ship = dictatorship (rule by a dictator)
- The suffixes *-tion* and *-tude* may be attached to word roots to indicate an action, condition, process, or result.
 solus + tude = solitude vocare + tion = vocation

Spelling Practice

Combine each word or word root and suffix and write the new word on the line provided.

- | | | |
|-------------------------------|------------------------------|--------------------------------|
| 1. dictator + ship =
_____ | 5. futile + ity =
_____ | 8. fuse + ion =
_____ |
| 2. vocare + tion =
_____ | 6. convict + ion =
_____ | 9. encourage + ment =
_____ |
| 3. prejudge + ice =
_____ | 7. mountain + eer =
_____ | 10. intern + ship =
_____ |
| 4. solus + tude =
_____ | | |

LESSON 17 continued

Spelling in Context

Decide which word from the Word Bank is described in each sentence below. Then write the word on the line.

1. Edmund Hillary was the first person to reach the summit of Mount Everest. _____
2. She quickly realized the argument was pointless. _____
3. My roommate dislikes all lawyers, although he does not know any. _____
4. The leader had absolute control over the people. _____
5. The jury found the defendant guilty of the crime. _____

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The summer internship is available to all students interested in science as a vocation. With the encouragement of professional researchers, interns will study atomic fuseion. Teamwork skills are essential, although prospective interns should also be comfortable working in solitud.

1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Application

Listed below are ten additional words that use the noun suffixes you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

- | | | | | |
|----------|--------------|-----------|------------|----------|
| attitude | civilization | decision | government | occasion |
| oddy | possession | sincerity | version | vision |

Across

1. something unusual or peculiar
5. society
6. event
7. account or retelling
8. sight
9. outlook
10. ruling body

Down

2. choice or judgment
3. being honest and straightforward
4. ownership

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Spelling Power

Lesson 18: Adjective Suffixes

Word Bank

accessible	allowable	convertible	courageous	forcible
harmonious	nutritious	practicable	spacious	visible

Key Concepts

The addition of some suffixes changes a word root to an adjective. When adding an adjective suffix to a word root, keep the following suffixes and their meanings in mind. Then visualize each word to help recall the spelling.

- The suffixes *-ible* and *-able* mean "able" or "capable of being."
 allow + able = allowable vis + ible = visible access + ible = accessible
- In most cases, drop a silent *e* before adding *-able* or *-ible*.
 practice + able = practicable force + ible = forcible
- The suffixes *-ous*, *-eous*, and *-ious* mean "of, full of, characterized by, like, or having." They can be added to words or word roots.
 courage + ous = courageous nutrit + ious = nutritious
- When a word ends in *y*, drop the final *y* before adding *-ious*.
 harmony + ious = harmonious

Spelling Practice

In each case below, decide which suffix should be added to form an adjective. Then write the adjective on the line provided.

- | | |
|-------------------------------------|------------------------------------|
| 1. courage + (ous, ious)
_____ | 6. nutrit + (ious, eous)
_____ |
| 2. space + (eous, ious)
_____ | 7. harmony + (eous, ious)
_____ |
| 3. force + (able, ible)
_____ | 8. access + (able, ible)
_____ |
| 4. allow + (able, ible)
_____ | 9. convert + (able, ible)
_____ |
| 5. practice + (able, ible)
_____ | 10. vis + (able, ible)
_____ |

LESSON 18 continued

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

1. The back brace made a _____ change in his posture.
2. Joe’s speaking style is _____ and persuasive.
3. We are wet because the car’s _____ top was down when the rain began.
4. The gathering of friends and family was pleasant and _____.
5. A ramp was added to make the building _____ to wheelchairs.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

A high school cafeteria has proposed a couragous and controversial new food plan. Adam Acevedo has suggested that students pay for their meals according to how nutritious they are. The spaceous school cafeteria would serve many kinds of foods, but less healthful foods would be more expensive. Opponents feel that the plan would not be practiceable because such price increases may not be allowable under state law.

1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Application

Listed below are five additional words that fit the patterns you have learned. The suffixes have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the lines below.

desirous furious gracious responsible unbearable

CODE

a=12, b=24, c=18, d=8, e=20, f=13, g=22, h=3, i=2, j=15, k=11, l=16, m=26, n=6, o=4, p=9, q=17, r=25, s=5, t=7, u=1, v=19, w=21, x=10, y=23, z=14

1. _____
2. _____
3. _____
4. _____
5. _____

				i	o	u	s			
	13	1	25							
					o	u	s			
	8	20	5	2	25					
					i	o	u	s		
	22	25	12	18						
						a	b	l	e	
	1	6	24	20	12	25				
							i	b	l	e
	25	20	5	9	4	6	5			

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Spelling Power

Lesson 19: Verb Suffixes

Word Bank

aggravate	conjugate	enlighten	invigorate	lengthen
liquefy	petrify	radiate	sanctify	strengthen

Key Concepts

Adding some suffixes changes the word root into a verb. The following patterns will help you recognize the spelling of some verb suffixes by their sounds.

1. The sound \āɪ\ at the end of a verb is spelled *-ate*, as in *aggravate*, *conjugate*, *invigorate*, and *radiate*.
2. The sound \ən\ at the end of a verb is spelled *-en*, as in *enlighten*, *lengthen*, and *strengthen*.
3. The sounds \ə fɪ\ at the end of a verb can be spelled *-efy* or *-ify*, as in *liquefy*, *petrify*, and *sanctify*. The *-ify* spelling is more common.

Spelling Practice

In each case below, decide which suffix should be added to make a verb. Then write the verb on the line provided.

- | | |
|-------------------------------|-------------------------------|
| 1. liqu + (efy, ify) _____ | 6. conjug + (ate, en) _____ |
| 2. length + (ify, en) _____ | 7. sanct + (efy, ify) _____ |
| 3. strength + (en, ate) _____ | 8. enlight + (ate, en) _____ |
| 4. invigor + (ify, ate) _____ | 9. radi + (ate, efy) _____ |
| 5. petr + (efy, ify) _____ | 10. aggrav + (ify, ate) _____ |

Spelling in Context

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line.

1. Before the wedding, the priest will sanctefy the field where the ceremony will take place. _____
2. Store the ice in a freezer because ice will liquify at room temperature. _____
3. Stage fright can petrefy actors, leaving them speechless and stiff. _____
4. When you conjugat a verb, you name the forms used to create various tenses. _____
5. To enlightan a class on an unfamiliar topic the instructor studied reference materials. _____

LESSON 19 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Develop the habit of stretching every morning to invigorate yourself and strengthin your muscles. Begin with a brief routine, perhaps just five minutes of activity. Gradually lengthan the amount of time you spend stretching. Always stretch slowly and remain in control so that you do not aggravate injuries. After just a few weeks of daily stretching, you will feel relaxed and radiat energy.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional verbs that use the suffixes you have learned. Find them in the word maze and circle them. Then write the words from the maze after the appropriate suffixes on the lines provided.

elaborate generate quantify rectify straighten

n s t r a l g q i t
 r e e n e n q u f r
 a e t a r o b a l e
 t e a h t e a n r c
 e u r t g n g t e t
 q e e y f i a i c i
 e t n h g l a u i f
 a g e n e r a r q y
 a f g s t r a u t f
 y q u a n t i f y s

- 1. *-ate* _____

- 2. *-ify* _____

- 3. *-en* _____

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Spelling Power

Lesson 20: Adverb Suffixes

Word Bank

crosswise	exotically	fully	passably	relatively
sideways	slyly	unknowingly	unsteadily	windward

Key Concepts

The suffixes *-ly* and *-ally* are most commonly used to create adverbs from adjectives. When adding these suffixes, keep the following guidelines in mind. Visualizing the words will help you remember their spellings.

- Add the suffix *-ly* directly to the end of most adjectives to form adverbs.
 relative + ly = relatively sly + ly = slyly unknowing + -ly = unknowingly
- Drop the final *l* before adding *-ly* to a word that ends in *ll*.
 full + ly = fully
- Drop the *le* before adding *-ly* to a word that ends in *le*.
 passable + ly = passably
- When a word ends in *y*, change the *y* to an *i* before adding *-ly*.
 unsteady + ly = unsteadily
- Use *-ally* to turn an adjective that ends in *ic* into an adverb.
 exotic + ally = exotically
- The suffixes *-wise*, *-ways*, and *-ward* also form some adverbs. These suffixes mean "to" or "toward."
 cross + wise = crosswise side + ways = sideways wind + ward = windward

Spelling Practice

Listed below are six spelling patterns. On the lines following each pattern, write the word or words from the Word Bank to which it applies.

- When adding *-ly* to a word that ends in *ll*, drop the final *l*. _____
- Change the final *y* to *i* before adding *-ly*. _____
- Use the suffix *-ally* to make an adverb out of a word that ends in *ic*. _____
- Use the suffixes *-wise*, *-ways*, and *-ward* to form three adverbs.

- Add the suffix *-ly* directly to the end of most adjectives to form adverbs.

- Drop the *le* before adding *-ly* to a word that ends in *le*. _____

LESSON 20 continued

Spelling in Context

Decide which word from the Word Bank is defined in each phrase below. Then write the word on the line.

- 1. without being aware of _____
- 2. in a sneaky manner _____
- 3. somewhat; reasonably _____
- 4. across; over _____
- 5. toward the wind _____

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

August 18, The Grand Canyon

Early this morning, we started our hike to Phantom Ranch, which is at the base of the canyon. The first part of Bright Angel Trail is relatively flat, but then the trail starts a steep descent to the Colorado River. The path travels sidewase, cutting back and forth down the canyon’s side. At first we walked unsteadly down the path. By lunch, however, we were fully used to the incline. The land at the base of the canyon is so exoticky formed that we almost felt we were on another planet.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are ten additional words that use the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

- admirably awfully craftily leisurely longways
- lovably nicely otherwise unfairly wryly

Across

- 2. along the long side
- 5. extremely; terribly
- 9. slyly
- 10. in a relaxed manner

Down

- 1. in a manner worthy of praise
- 3. differently; conversely
- 4. unjustly
- 6. in a twisted way; cleverly
- 7. adorably
- 8. pleasantly

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Spelling Power

Unit 5 Review

Lessons 17–20

In each case below, add the suffix indicated. Then write the new word on the line provided.

- | | |
|--------------------------|--------------------------|
| 1. convict + tion _____ | 6. wind + ward _____ |
| 2. sly + ly _____ | 7. cross + wise _____ |
| 3. dictator + ship _____ | 8. exotic + ally _____ |
| 4. length + en _____ | 9. practice + able _____ |
| 5. convert + ible _____ | 10. fuse + ion _____ |

Decide which word from the Word Banks in the four preceding lessons has a meaning close to that of each capitalized word. Then write the word on the line provided.

11. Ice will MELT if left at room temperature. _____
12. The chef created a meal that was both HEALTHFUL and delicious. _____
13. We changed the school policy because it reflected an unfair BIAS against students with special needs. _____
14. When heated, some metals begin to GLOW brightly. _____
15. A successful salesperson is careful not to ANNOY customers by being too aggressive. _____

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | |
|----------------|------------|-------|
| 16. forcable | forcible | _____ |
| 17. harmoneous | harmonious | _____ |
| 18. sanctefy | sanctify | _____ |
| 19. petrify | petrefy | _____ |
| 20. conjugait | conjugate | _____ |

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

21. The stadium is easily acessable from three major cities. _____
22. Do you think it is possible to succeed without encouragment? _____
23. Dr. Reuben’s lecture on heart disease was relatively well attended. _____
24. Hiking in the wilderness offers an excellent opportunity to enjoy nature and solitud. _____
25. Unknowingly my sister displayed the abstract poster sideways. _____

Spelling Power

Proofreading Application

Lessons 17–20

Read the newspaper article below. Find twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the article.

Student Simulation Climbs to the Top

BROOKVILLE. A team of students from Brookville High has designed a unique new computer program that fully reproduces the experience of climbing a mountain. They call the program High Tor. The students worked under the patient encouragement of Alice Nathan, a biology teacher and part-time mountaineer. She hopes the program will strengthen interest in her favorite hobby. "High Tor does not invigorate a person like the real thing," she admits, "but the experience is a passably acceptable alternative."

"The field of mountain climbing is relatively untouched by computer designers," said Jeff Jackson. "We wanted to create a program that could enlighten as well as entertain. While people play, they are unknowingly learning a lot about mountains."

First-time player Nate Rylance was enthusiastic about the program. "It makes mountains accessible in your living room," he said. "I even felt some of the solitude that climbers must feel. I was amazed when I thought about how spacious a real mountain range is."

When players begin climbing the fictional mountain High Tor, only the base is visible. Players attempt to navigate to the top of the mountain. Only realistic movement is allowable. For example, players soon learn the futility of trying to climb straight up.

"At first, I moved very unsteadily up the mountain. I was glad that I wasn't on a real mountain," says tenth-grader Sharon Lamont. "I quickly learned that it is best to move sideways. You actually feel courageous by the time you reach the top."

Barbara Lopez, one of the student designers, has even extended her interest from computer-generated mountains to the real thing. This summer she has an internship studying Mt. McKinley. "Who knows," she says, "maybe this computer game has helped me find my vocation in life!"

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Spelling Power

Lesson 21: The Word Roots *cede/ceed/ces* and *cept/ceive*

Word Bank

acceptance	access	deceptive	excess	inconceivable
proceed	receding	receive	secede	successive

Key Concepts

Word roots contain the basic meanings of words. Word roots may be complete words or word parts. Many English words have Latin roots to which prefixes and suffixes are added. Recognizing the word roots *cede/ceed/ces* and *cept/ceive* and knowing their meanings can help you understand and spell many words. The Latin word root *cede/ceed/ces* means “go.” The word root *cept/ceive* means “take.”

1. The word root *cede* and its variant *ceed*, which follow a prefix, are both pronounced \sēd\. Visualize words that use *cede/ceed*, such as *recede* and *proceed*, to help you remember how to spell them.
2. When a vowel suffix is added to the word root *cede*, the final *e* is dropped, as in *receding*.
3. The word root *ceed* is used in only a few words, such as *exceed*, *proceed*, and *succeed*.
4. Another variation of the word root *cede/ceed* is *ces*, as in *access*, *excess*, and *successive*.
5. The word root *cept/ceive* follows prefixes, as in *acceptance*, *deceptive*, and *receive*.
6. When a vowel suffix is added to the word root *ceive*, the final *e* is dropped, as in *inconceivable*.

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | |
|------------------------------|-----------------------------------|-------------------------|
| 1. access aksess | 3. inconceivable inconceivable | 5. recieve receive |
| _____ | _____ | _____ |
| 2. succesive successive | 4. acceptance akceptance | 6. ecess excess |
| _____ | _____ | _____ |

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

1. The airline official gave us the signal to _____ through the gate.
2. The flood waters will begin _____ now that the storm is over.
3. The company was fined for engaging in _____ advertising practices.
4. Each _____ class is getting larger and larger.
5. Prior to the U.S. Civil War, some southern states attempted to _____ from the Union.

LESSON 21 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Claire was thrilled to recieve a belated birthday gift from her Uncle Paul. On her three preceding birthdays, he had given her clothes, jewelry, and a check in eccess of fifty dollars. Her parents felt that Uncle Paul should not be so extravagant. To Claire, this idea was inconceivable. She felt that her uncle, a senior vice president of a department store chain, could afford to be generous. He had akses to company discounts. Besides, Claire was always appreciative in her acceptance of the presents.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional words that contain the Latin word roots you have learned. Find the words in the word maze and circle them. Then write the word from the maze on the correct line below.

concede exceedingly perceive processing reception

w p e h i y r e d e c n o c
 a c n a w k j p z t h u q t
 m p w n m g o o w p n z u y
 c e x c e e d i n g l y m u
 l r a e u j r k r f m e v j
 d c y d p r t y t w c w l p
 v e r e c e p t i o n d r o
 c i w o f a x b s o c d o l
 k v x p r o c e s s i n g t
 d e b j a s x n g m j b h k

- 1. Word containing *ceed*

- 2. Word containing *ceive*

- 3. Word containing *cess*

- 4. Word containing *cept*

- 5. Word containing *cede*

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Spelling Power

Lesson 22: Common Greek Word Roots

Word Bank

astrology	bibliography	chronic	genetic	geological
hydrophobia	kleptomania	philosophy	sophomore	stethoscope

Key Concepts

Many word roots in the English language are borrowed from Greek. Becoming familiar with these word roots will help you determine the meanings, spellings, and pronunciations of words that contain them.

- Listed below are some Greek word roots and their meanings.

aster, astr = star	geo = earth	log, logy = word	phobia = fear of
biblio = book	graph = write	mania = madness	scope = see; perceive
chron = time	hydro = water	moro = foolish	soph = wise; wisdom
gen = birth; race	klepto = theft	phil = love	stethos = chest

- Once you recognize common Greek word roots, you will see how they have been combined to create various words:

aster + log = astrology	phil + soph = philosophy	klepto + mania = kleptomania
biblio + graph = bibliography	soph + moro = sophomore	stethos + scope = stethoscope
hydro + phobia = hydrophobia		

- Sometimes a suffix is added to a word root or a combination of word roots, as in *chronic*, *genetic*, and *geological*.

Spelling Practice

In each case below, combine the word root(s) and/or word part indicated. Then write the new word on the line provided.

- | | |
|-------------------------|-----------------------------|
| 1. chron + ic = _____ | 4. geo + log + ical = _____ |
| 2. soph + moro = _____ | 5. phil + soph = _____ |
| 3. aster + logy = _____ | 6. biblio + graph = _____ |

Spelling in Context

Decide which word from the Word Bank is defined in each phrase below. Then write the word on the line.

- fear of water _____
- mental illness that causes a person to steal for no apparent reason _____
- instrument used by a doctor to detect sounds within a patient's chest _____
- inherited from one's parents, such as eye color and hair color _____
- lasting for a long time or returning frequently _____

LESSON 22 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The summer after her sophomore year in high school, Lauren took a science course at the community college. One of the course requirements was participation in a geologic expedition to the Appalachian Mountains. After the students completed each day's research, the professor often told them stories and discussed his personal philosophic of life. On clear nights, the students and the professor sometimes went stargazing. Lauren was particularly interested in the professor's explanations of the differences between astronomy, which he considered a serious science, and astrology, which he did not. The only part of the summer that she did not relish was writing the research paper. Her bibliographic was three pages long—one indication of how much she had learned.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Spelling Application

Listed below are ten additional words that use the Greek word roots you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

astronomy	chronicle	claustrophobia	dehydrate	genealogy
geography	graphics	maniac	microscope	sophisticated

- | | |
|------------------------|----------------------------|
| 1. csepomrioc
_____ | 6. padschiteisot
_____ |
| 2. trayomnso
_____ | 7. yohapgerg
_____ |
| 3. erdhaydet
_____ | 8. lcehornic
_____ |
| 4. egonygael
_____ | 9. abulatohcsiorp
_____ |
| 5. cmania
_____ | 10. rspicgah
_____ |

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Spelling Power

Lesson 23: Common Latin Word Roots

Word Bank

aqueduct	audible	belligerent	conversion	corrupt
diction	inclination	locale	mariner	verifiable

Key Concepts

Many people study Latin, even though it is no longer spoken, because so many Latin word roots are used in English. Learning to recognize common Latin word roots can help you understand and spell English words.

1. Listed below are several Latin word roots and their meanings.

aqua = water	cline = lean	loc = place	ver = truth
aud = hear	dic = speak	mar = sea	vers/vert = turn
belli = war	duc/duct = lead	rupt = break	

2. A suffix or suffixes are added to a Latin word root to form a new word, as in *audible*, *belligerent*, *diction*, *locale*, *mariner*, and *verifiable*. A prefix is added to the word root to form a new word, as in *corrupt*.
3. Sometimes both a prefix and a suffix are added, as in *conversion* and *inclination*.
4. Word roots may be combined to create words, as in *aqueduct*.

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Write the word correctly on the line.

- | | | | | | |
|---------------|------------|----------------|------------|-------------|---------|
| 1. diction | verifyable | 3. mariner | aqueduc | 5. aqueduct | diktion |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. belijerent | conversion | 4. inklination | verifiable | 6. lokal | audible |
| _____ | _____ | _____ | _____ | _____ | _____ |

Spelling in Context

Use a word root from the list to make a complete word. Then write the word in a sentence on the line.

- | | | | | |
|------|-----|-----|------|------|
| aqua | loc | mar | rupt | vers |
|------|-----|-----|------|------|
1. _____ale _____
 2. _____iner _____
 3. cor_____ _____
 4. con_____ion _____
 5. _____duct _____

LESSON 23 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

During my first year as a member of the debate team, I was given many useful pointers. First, I learned the importance of speaking loudly and clearly. If you are not audable or your dicsion is poor, even your strongest points will have no impact. Second, make sure that all the statistics you use in your argument are verifiable, or you will give your opponent an opportunity to discredit you. Third, do not be too beligerent in your attack on the opposing team, or the judges may be less sympathetic toward your side. However, do not hesitate to press your advantage if you think the judges' inclinasion is to favor your argument.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional words that use the Latin word roots you have learned. Find the words in the word maze and circle them. Then write the word from the maze on the correct line below.

abrupt induct inverse marina recline

w a e c k s j a r n q v u i
 n m b r t i n v e r s e n x
 r f e r u m z d e y a l e r
 s r w a u c f j n c s l p r
 o e n m d p c h i e f t e n
 n c t a k p t e s x p b o l
 l l s r i f t c a t i o n s
 o i e i f j r n u s d m l g
 u n k n q o e a e m n u e e
 s e f a a g t c u d n i s g

- 1. word containing *cline*

- 2. word containing *duct*

- 3. word containing *mar*

- 4. word containing *rupt*

- 5. word containing *vers*

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Spelling Power

Lesson 24: Words Borrowed from Other Languages

Word Bank

beau	bon vivant	crescendo	double entendre	eureka
gesundheit	hors d'oeuvres	kibitz	mañana	raison d'être

Key Concepts

English is a language influenced by many other languages, not only Latin and Greek. *Bagel* (Yiddish) and *pasta* (Italian) are two common examples. Few recognizable patterns apply to the spelling of these words. Commit these borrowed words to memory. Try to visualize the words as you study their spellings.

1. Words that come from French include *beau* (boyfriend), *bon vivant* (lover of good living), *double entendre* (double meaning), *hors d'oeuvres* (appetizers), and *raison d'être* (reason for being).
2. The German word *gesundheit*, meaning "good health," is used in English as a blessing when someone sneezes.
3. The word *eureka*, meaning "I have found it," comes from Greek. It is often used as an exclamation, like *aha!*
4. The word *crescendo*, from Italian, means "a gradual increase," usually in volume. It is a musical term.
5. The word *mañana* is Spanish for "tomorrow."
6. The word *kibitz* comes from Yiddish—a language spoken by Jews in Europe. It means "to chat" or "to offer unwanted advice."

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- | | | |
|---|---|---|
| <p>1. monyana
mañana
_____</p> | <p>5. ureka
eureka
_____</p> | <p>8. raisin d'etra
raison d'être
_____</p> |
| <p>2. crescendo
creshendo
_____</p> | <p>6. kibitz
kibbatz
_____</p> | <p>9. bon vivonte
bon vivant
_____</p> |
| <p>3. double entendre
double entondra
_____</p> | <p>7. orderves
hors d'oeuvres
_____</p> | <p>10. gesundheit
gezuntite
_____</p> |
| <p>4. boe
beau
_____</p> | | |

LESSON 24 continued

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

1. When the chemist made an important discovery, she shouted, "_____!"
2. Since my allergies have started to bother me, all anyone ever says to me is "_____."
3. The conductor told members of the violin section to draw out the _____.
4. Ben has a tendency to look over my shoulder and _____ when I play cards.
5. Every time I ask Heather when she will return the sweater she borrowed, she answers, "_____", but she hasn't returned it yet.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Brynne jokingly refers to Josh as her bowe. He is not really her boyfriend, but they do spend a lot of time together. Josh is a bonn vivant, who enjoys good friends, good food, and just having fun. He is not, however, committed to any one girl. In fact, at this point in his life, one might say that Josh's whole raisin d'être is to enjoy himself. A quick wit, he can be found hovering over the hors doeurves at parties, keeping the guests entertained with his puns and double entendras.

1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Application

Listed below are five additional words that are borrowed from other languages. Use the code to find the missing letters and build the word pyramid. Then write the words on the lines below.

forte grotesque poncho résumé voilà

CODE

a=2, b=13, c=25, d=7, e=4, f=16, g=8, h=20, i=9, j=1, k=10, l=12, m=14, n=3, o=21, p=15, q=23, r=17, s=6, t=26, u=5, v=19, w=18, x=22, y=24, z=11

1. _____
2. _____
3. _____
4. _____
5. _____

__	__	__	__	__						
19	21	9	12	2						
__	__	__	__	__						
16	21	17	26	4						
__	__	__	__	__						
15	21	3	25	20					21	
__	__	__	__	__						
17	4	6	5	14					4	
__	__	__	__	__					__	__
8	17	21	26	4					6	23

Spelling Power

Unit 6 Review

Lessons 21–24

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. A small faction wanted to secced and form a separate political party. _____
2. Rabies used to be called hydraphobia because the disease made swallowing water painful. _____
3. Susan arrived at the party on the arm of her new beao. _____
4. Harlan never leaves home without checking the asterology page in the newspaper. _____
5. The governor was removed from office because the voters thought she was corupt. _____
6. In her bibliagraphy, Cara forgot to list the dates the books were published. _____
7. The article made several accusations against the politician, but none were verrifiable. _____
8. The hors d’erves included cocktail franks, Swedish meatballs, and spring rolls. _____
9. The locale selected for the banquet has been changed four times. _____
10. Driving in exess of the speed limit is unwise. _____

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- | | | |
|---|--|---|
| <p>11. successive
receeding
_____</p> | <p>15. receve
sophomore
_____</p> | <p>18. chronic
gezundheit
_____</p> |
| <p>12. acquaduct
audible
_____</p> | <p>16. cleptomania
crescendo
_____</p> | <p>19. marriner
diction
_____</p> |
| <p>13. access
belligerant
_____</p> | <p>17. manyana
eureka
_____</p> | <p>20. bon vivont
deceptive
_____</p> |
| <p>14. philosophy
double ontondra
_____</p> | | |

Spelling Power

Proofreading Application

Lessons 21–24

Read the newspaper article below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the article.

NJU Students Choose Majors

Most of the time, the administration building at New Jersey University is quiet, disturbed only by the barely audible murmur of the deans as they kibits over coffee. But on this Monday morning, the hallways are a bustle of activity. Members of the sophomore class are scurrying to declare their majors.

For some the choice was made early. "Choosing pre-med was an easy call," says twenty-year-old Angela Ramirez. "I've always known I wanted to be a doctor like my dad. When I was little, I used to play with his stethoscope. Right now I'm interested mostly in researching cronic conditions that have a jenetic origin. I chose NJU largely because I wanted to have access to great laboratory facilities."

Others reached their decisions by a much more roundabout route. John Levy comments, "My original inclenation was to be a philosaphy major, but with each succesive semester, I found myself becoming more interested in the geological sciences. My sudden convirsion from humanities to sciences surprised me, but now that I've come to an acceptance of my decision, I feel very confident in my choice."

For others, choosing just one major is inconceivable. "Music is the main part of my life—it's my whole raison detre," says Joyce Hsu, who plays second-chair violin in the orchestra. "There's nothing that can compare to the feeling of playing a thundering creshendo, but I also love my linguistics class. As I was trying to improve the dicsion, I thought, ureka! I'll just be a double major—linguistics and music."

According to the administration, this year's class differs from preceding classes in one way. "We're seeing many more students choosing double majors," says Dean Lois Alexander. "They're reluctant to limit themselves to a single department. Although we encourage the desire to go outside of the box, we advise students to procede with caution. The extra work necessary to complete a double major can be deseptive."

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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Spelling Power

Lesson 25: Possessives

Word Bank

All Saints' Day	attorney general's	auditor's	King James's	New Year's Day
physicists'	press's	R.N.'s	women's	yours

Key Concepts

The possessive form of a noun or pronoun indicates ownership or a relationship with another noun or pronoun. To make a noun or pronoun possessive, use the following guidelines.

1. Add an apostrophe and *s* to singular nouns, including those ending in *s*.
 auditor + 's = auditor's press + 's = press's
2. Add an apostrophe and *s* to singular compound nouns.
 attorney general + 's = attorney general's
3. Add an apostrophe and *s* to singular abbreviations.
 R.N. + 's = R.N.'s
4. Add an apostrophe and *s* to most proper nouns, including those that end in silent *s*, *z*, or *x*. An exception is the name *Jesus*.
 King James + 's = King James's Jesus + ' = Jesus'
5. Add only an apostrophe to plural nouns that end in *s*.
 physicists + ' = physicists'
6. Add an apostrophe and *s* to plural nouns that do not end in *s*.
 women + 's = women's
7. Do not add an apostrophe to possessive pronouns, such as *yours*.
8. Many holidays contain possessives in their names. The possessive may be singular, as in *New Year's Day*, or plural, as in *All Saints' Day*.

Spelling Practice

Listed below are six spelling patterns for possessives. On the line below each pattern, write one word from the Word Bank to which the pattern applies.

1. Add an apostrophe and *s* to plural nouns that do not end in *s*. _____
2. Add an apostrophe and *s* to most singular proper nouns. _____
3. Add an apostrophe and *s* to singular nouns, including those ending in *s*. _____
4. Add an apostrophe and *s* to form the possessive of abbreviations. _____
5. Add an apostrophe to form the possessive of plural nouns ending in *s*. _____
6. Do not add an apostrophe to possessive pronouns. _____

LESSON 25 continued

Spelling in Context

In the following sentences, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. The girls decided that your's would be the better car to take to the beach. _____
2. Many people make resolutions on New Years' Day. _____
3. All Saint's Day is celebrated the day after Halloween. _____
4. The R.N.s shift was extended because of the number of accident victims brought into the hospital. _____
5. The type of architecture that was popular during King James reign is known as Jacobean. _____

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The guest speaker was amazed at the diversity of the womens group. A lawyer from the attorney generals office, an accountant in an auditors' firm, and two women who held physicist's positions at the research facility were among the members in attendance. The local press' editor in chief was the only member not able to attend the meeting. She was covering a story in another part of town.

1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Application

Listed below are ten additional words that fit patterns you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

class's	editor in chief's	father's	grandchildren's	prosecutor's
princesses'	secretaries'	taxpayer's	theirs	witness's

- | | |
|--------------------------|----------------------------|
| 1. apaxtre'sy _____ | 6. theafr's _____ |
| 2. dran'sdernglihc _____ | 7. ditore ni fiech's _____ |
| 3. reies'sceart _____ | 8. tinwess's _____ |
| 4. s'slacs _____ | 9. sethir _____ |
| 5. nceris'ssep _____ | 10. troopresuc's _____ |

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Spelling Power

Lesson 26: Homonyms

Word Bank

brake/break foreword/forward hurdle/hurtle instance/instants vain/vane

Key Concepts

Homonyms are words that are pronounced the same way but have different spellings and meanings. There are no patterns to follow for the spelling of homonyms. To decide which homonym to use in writing, keep in mind each homonym's meaning and the context in which it is to be used. Try to visualize these words as you study to help you remember their correct spellings.

- | | |
|--|---|
| <p>1. <i>brake</i>: device used to stop an object, such as a car
<i>break</i>: to damage or destroy</p> <p>2. <i>foreword</i>: preface; introduction
<i>forward</i>: toward the future or front; to promote</p> <p>3. <i>hurdle</i>: obstacle; to leap over
<i>hurtle</i>: to move rapidly; to throw quickly</p> | <p>4. <i>instance</i>: example
<i>instants</i>: moments</p> <p>5. <i>vain</i>: empty or useless; conceited
<i>vane</i>: device used to indicate the direction of the wind</p> |
|--|---|

Spelling Practice

In each set below, circle the word whose meaning is close to that of the capitalized word or phrase. Then write the word you circled on the line provided.

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- | | | | |
|------------------------|----------|----------|-------|
| 1. MOMENTS | instance | instants | _____ |
| 2. PROMOTE | forward | foreword | _____ |
| 3. CONCEITED | vane | vain | _____ |
| 4. DEVICE USED TO STOP | break | brake | _____ |
| 5. OBSTACLE | hurdle | hurtle | _____ |
| 6. EXAMPLE | instants | instance | _____ |
| 7. THROW | hurdle | hurtle | _____ |
| 8. INTRODUCTION | foreword | forward | _____ |
| 9. SMASH | break | brake | _____ |
| 10. WINDSOCK | vain | vane | _____ |

LESSON 26 continued

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

1. In horse racing, the difference between the first- and second-place winner’s time can be a matter of _____.
2. The weather _____ indicated that the wind was blowing westward.
3. The teacher instructed students to read the _____ of the book first.
4. Martha’s inability to pass her driving test was a _____ she was trying to overcome.
5. Finn stepped on the _____, bringing the car to a sudden halt.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

“Please do not think I’m being foreword,” said the athlete to the coach. “However, I believe that I can hurdle the discus better than any other human being. I am sure that I will soon brake the current world record in this event. So that you won’t think I am merely vane, let me give you an instants of my superior skill and strength.”

1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Application

Listed below are five additional pairs of homonyms. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

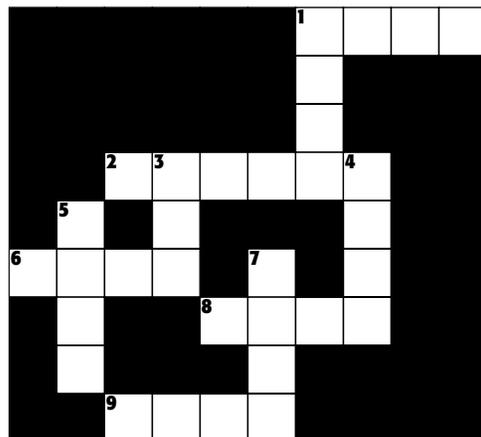
ducked/duct earn/urn gait/gate pain/pane pole/poll

Across

1. survey
2. stooped quickly
6. to gain
8. manner of walking
9. square of glass in a window

Down

1. tent support
3. vase often used to hold the ashes of the dead
4. air shaft
5. discomfort
7. entryway through a gate



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Spelling Power

Lesson 27: Synonyms

Word Bank

cautious/prudent confirm/substantiate contemplate/reflect diverse/varied phase/stage

Key Concepts

Synonyms are words that are similar in meaning. To decide which synonym to use when writing, keep in mind each synonym's definition, its connotation, and the context in which it is to be used. Visualize the words as you study them to help you remember the correct spelling of each.

1. *Cautious* and *prudent* both mean "being careful." *Cautious* suggests avoiding danger or risk. *Prudent* connotes a practical wisdom or discretion.
2. *Confirm* and *substantiate* mean "to certify." *Confirm* suggests attesting to the truth of something. *Substantiate* suggests offering proof to establish the truth.
3. *Contemplate* and *reflect* mean "to meditate." *Contemplate* can also mean "to gaze upon something." *Reflect* suggests looking back or inward.
4. *Diverse* and *varied* both mean "different." *Diverse* connotes randomness. *Varied* suggests deliberate change to create a difference.
5. *Phase* and *stage* mean "point in development." *Phase* suggests a point in development that will soon be over. *Stage* connotes a point of development that lasts for a longer time.

Spelling Practice

In each set below, underline the word whose meaning is similar to that of the capitalized word. Then write the word you underlined on the line provided.

- | | | | |
|------------------|--------------|--------------|-------|
| 1. CONTEMPLATE | substantiate | reflect | _____ |
| 2. STAGE | phase | confirm | _____ |
| 3. VARIOUS | prudent | diverse | _____ |
| 4. PRUDENT | stage | cautious | _____ |
| 5. REFLECT | varied | contemplate | _____ |
| 6. DIVERSE | varied | cautious | _____ |
| 7. PHASE | reflect | stage | _____ |
| 8. CONFIRM | diverse | substantiate | _____ |
| 9. CAUTIOUS | prudent | phase | _____ |
| 10. SUBSTANTIATE | contemplate | confirm | _____ |

LESSON 27 continued

Spelling in Context

Use context clues to determine which word from the Word Bank fits in each blank below. Then write the word on the line provided.

The politician took a few minutes to (1)_____ on her dilemma. Her opponent’s charges against her were many and (2)_____, but he could not (3)_____ any of them. Was this just a brief (4)_____ in his campaign, or would the attacks continue? If they were to continue, what would be the most (5)_____ way to counter them?

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The tightrope walker took cawtious steps up the ladder to the platform. Although she had reached a staige in her training in which she had confidence in her abilities, the danger of performing without a net led her to contemplat the crowd below. They were a diverce group of people of all ages and back-grounds. The smiles on their faces helped confurm her belief that her performances made people happy. Smiling confidently, she took a deep breath and stepped out onto the thin rope.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional pairs of words that are similar in meaning. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

allegedly/supposedly associate/mingle defect/flaw dilemma/predicament inquiry/interrogation

- 1. rotiitnenorag _____
- 2. amdlime _____
- 3. lafw _____
- 4. dglaleely _____
- 5. nimeIg _____
- 6. ctnampdreie _____
- 7. edetfc _____
- 8. secioasta _____
- 9. yruuiinq _____
- 10. epdypuslos _____

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Spelling Power

Lesson 28: Antonyms

Word Bank

agitate/pacify inferior/quality invalid/legitimate mandatory/optional require/waive

Key Concepts

Antonyms are words that have opposite meanings. Some antonyms are formed by adding a negative prefix, such as *dis-*, *in-*, or *non-*, to a word root. Others are entirely different words. Try to visualize these words as you study their spellings.

- | | |
|--|--|
| <p>1. <i>agitate</i>: to disturb
<i>pacify</i>: to make peaceful</p> <p>2. <i>inferior</i>: of low rank or quality
<i>quality</i>: of high rank or workmanship</p> <p>3. <i>legitimate</i>: lawful
<i>invalid</i>: not grounded in fact or law</p> | <p>4. <i>mandatory</i>: required, with no other choice
<i>optional</i>: not required, with another option available</p> <p>5. <i>require</i>: to demand
<i>waive</i>: to release from a demand</p> |
|--|--|

Spelling Practice

In each set below, circle the word whose meaning is the opposite of the meaning of the capitalized word. Then write the word you circled on the line provided.

- | | | | |
|---------------|----------|-----------|-------|
| 1. INFERIOR | optional | quality | _____ |
| 2. PACIFY | agitate | waive | _____ |
| 3. LEGITIMATE | invalid | inferior | _____ |
| 4. WAIVE | require | invalid | _____ |
| 5. OPTIONAL | pacify | mandatory | _____ |

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

- Because the students had excellent grades, the teacher made the final exam _____.
- Do not _____ the children with scary stories; calm them with soothing music.
- It was obvious that the poorly executed painting was _____ when it was compared to a masterpiece by Vincent van Gogh.
- The lawyer says that my claim is _____, even though the insurance company representative said it has no basis in law.
- The bank will _____ the requirement for collateral for such a small loan.

LESSON 28 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

At first Bethany said she would go to summer camp to pasify her mother. Then, in spite of herself, Bethany began to look forward to going. Soon she received the list of manditory supplies. The informa-tion pack noted that without a recent doctor’s certificate, her acceptance would be invalad. Additionally, the camp would require supplies such as a sleeping bag of high qualaty. Within a week, Bethany had organized her gear and was ready to depart.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Application

Listed below are five additional pairs of words that have opposite meanings. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

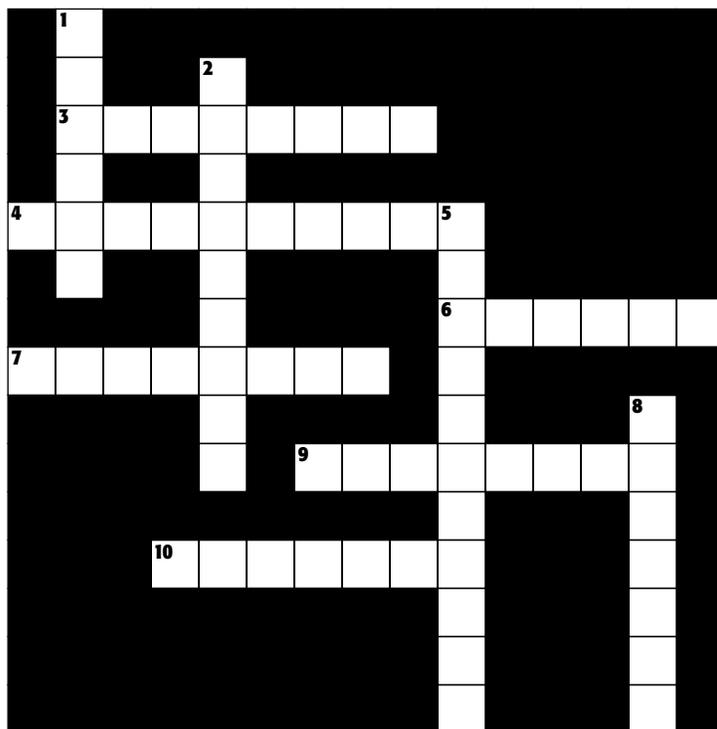
aspire/despair assemble/disperse deficient/sufficient deplete/increase opaque/transparent

Across

- 3. to gather together
- 4. enough
- 6. to desire earnestly
- 7. to add to; to grow larger
- 9. to scatter; to break up
- 10. to lose hope

Down

- 1. not clear; does not transmit light
- 2. lacking in something
- 5. clear; easily seen through
- 8. to exhaust; to use up



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Spelling Power

Unit 7 Review

Lessons 25–28

Read each statement below about forming the possessive of the italicized word. Then write the possessive correctly on the lines provided.

1. Add an apostrophe and *s* to the compound noun *attorney general*. _____
2. Add an apostrophe to the plural *Saints* in *All Saints Day*. _____
3. Add an apostrophe and *s* to the singular common noun *press*. _____
4. Add an apostrophe and *s* to the proper name *King James*. _____
5. Add an apostrophe and *s* to the singular common noun *auditor*. _____

Decide which word from the Word Banks in the four preceding lessons is defined in each phrase below. Then write the word on the line provided.

- | | |
|--|--|
| 6. not mandatory
_____ | 11. wise
_____ |
| 7. eliminate requirement
_____ | 12. deliberately made to be different
_____ |
| 8. period of development
_____ | 13. to think back on life experiences
_____ |
| 9. not legitimate
_____ | 14. to stir up or excite
_____ |
| 10. to offer proof of a claim
_____ | 15. opposite of quality
_____ |

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

16. We watched the skier hurdle down the mountain at an alarming speed. _____
17. Within instance of meeting Sara, I knew we would get along well together. _____
18. We found an antique weather vain at the flea market. _____
19. Luckily Tom attached a forward that explained many of the terms used in the paper. _____
20. The extra weight of the snow on the limb caused it to brake off the tree. _____

Spelling Power

Proofreading Application

Lessons 25–28

Read the cover letter below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the letter.

Dear Dr. Livingston:

Enclosed is my résumé, which provides a brief outline of my qualifications for the position that you have advertised. I am very interested in becoming your research assistant. I believe that your work is not in vein. The need for alternative food sources, particularly in the Third World, is important. The sooner we can brake the cycle of hunger and famine, the better.

Without being foreward, I would like to take the opportunity to elaborate on my experience. As you can see by my résumé, I have had my R.N.s license for many years. During the time that I practiced nursing, I worked with a diverce population. For several years, I was the director of a womens center and became an advocate for the health issues of that population. Then my interests led me to another staige in my nursing career. I became the head nurse of the pediatic floor at the local hospital. Although I enjoyed both positions immensely, I could not pacyfiy the urge to continue my education. The expense of returning to school was a hurtle I had to overcome. While taking courses to advance my medical knowledge, I worked as an assistant for a physiccists association, an experience that added a new dimension to my understanding of science.

As you can see, I am not a cawtious person. I am willing to take legitamate risks if they lead to a life of qality. For instants, for the past two years, I have worked in the Peace Corps. My experience in the corps prompted me to contemplait the position that you are offering. I reqier a goal loftier than money to find fulfillment in my career.

Although I am presently conducting research for a pharmaceutical company, I expect to be available after New Years Day. I would like to set up an appointment to meet with you sometime during the month of January. I will call your secretary next week to conferm the date and time. Please note that I am willing to take the manditory drug test as stipulated in your advertisement.

Your's truly,
Anna Taylor

- | | | |
|----------|-----------|-----------|
| 1. _____ | 8. _____ | 15. _____ |
| 2. _____ | 9. _____ | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ | |

Spelling Power

Lesson 29: Compound Nouns

Word Bank

break-in	checkbook	decision making	earache	great-aunt
layoff	man-at-arms	markup	outhouse	workout

Key Concepts

A compound noun consists of two or more words combined to make a noun. Compound nouns can be solid, open, or hyphenated. A solid compound is made up of words that are spelled as one word without a hyphen. An open compound is made up of words that form a single concept but are spelled as two or more words without a hyphen. A hyphenated compound is made up of words joined by one or more hyphens. Keep in mind these patterns when spelling compound nouns.

1. Compound nouns that end with *in* are hyphenated, as in *break-in*.
2. Compound nouns that end with *off*, *out*, or *up* are usually solid, as in *layoff*, *workout*, and *markup*. Exceptions are hyphenated.
3. Compound nouns that contain a prepositional phrase are generally hyphenated, as in *man-at-arms*.
4. Compound nouns that describe family relationships and use the words *great* or *in-law* are hyphenated, as in *great-aunt* and *father-in-law*. Compound nouns that use the word *grand* are solid, as in *grandmother*.
5. Compound nouns made up of a noun + a gerund (the *-ing* form of a verb) can be open or solid, as in *decision making*. If a compound noun is not in the dictionary, it is open.
6. Compound nouns that end with *ache* are solid, as in *earache*.
7. Compound nouns that end with *house* are usually solid, as in *outhouse*. Those that end in *book* can be solid, as in *checkbook*, or open, as in *guest book*.

Spelling Practice

Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | |
|---------------------------------------|----------------------------|-----------------------------|
| 1. man-at-arms man at arms | 5. break in break-in | 8. great-aunt great aunt |
| _____ | _____ | _____ |
| 2. ear-ache earache | 6. markup mark-up | 9. outhouse out-house |
| _____ | _____ | _____ |
| 3. workout work-out | 7. check book checkbook | 10. lay-off layoff |
| _____ | _____ | _____ |
| 4. decision-making decision making | | |
| _____ | | |

LESSON 29 continued

Spelling in Context

Complete each sentence below with the correct word from the Word Bank.

1. We found an old wooden _____ on the abandoned property.
2. Only a soldier in peak condition is chosen to be a _____ to the general.
3. The doctor prescribed an antibiotic to treat her _____.
4. That store puts a high _____ on products.
5. The mood was somber when management announced another _____.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Following the latest breakin in the neighborhood, Sheila did not have to convince her great aunt Molly to move to a different apartment building. Although Aunt Molly is eighty-five years old, her decision-making is not impaired. She pays all her bills on time and balances her check book weekly. Aunt Molly likes to socialize and is active at the senior center. She walks one mile every day and does a no-impact aerobics work-out twice a week. She has found a nice apartment close to the library and the supermarket.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Spelling Application

Listed below are five additional words that fit patterns you have learned. Write the word or words to which each pattern applies on the lines provided.

buildup headache layout recipe book takeoff

1. Pattern 1: Compound nouns that end with *ache* are solid. _____
2. Pattern 2: Compound nouns that end with *off*, *out*, and *up* are usually solid. _____

3. Pattern 3: Compound nouns that end with *book* can be solid or open. _____

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Spelling Power

Lesson 30: Compound Adjectives

Word Bank

all-out	halfhearted	hill-like	lemon yellow	long-winded
self-centered	thirty-nine	thoroughly efficient	two-thirds	well-made

Key Concepts

Compound adjectives, like compound nouns, can be solid, open, or hyphenated.

- Most compound adjectives that begin with *all*, *half*, or *self* are hyphenated, as in *all-out* and *self-centered*. An exception is *halfhearted*.
- When a compound adjective is a combination of an adverb and the participial form of a verb, the compound is hyphenated if it precedes a noun, as in "a *well-made* chair." It remains open if it follows a noun, as in "the chair is *well made*."
- Compound adjectives that are a combination of an adjective and a noun with an *-ed* suffix are hyphenated, as in *long-winded*. Following a noun, these compounds are usually open.
- Compound adjectives that end with the suffix *-like* are solid unless the word has three or more syllables, includes a proper noun, or ends in *l* or *ll*, as in *hill-like*.
- Compound adjectives in which one term modifies the other are usually open, as in *lemon yellow* and *thoroughly efficient*.
- Spelled-out fractions used as adjectives are hyphenated, as in "*two-thirds* majority."
- Whole numbers from twenty-one to ninety-nine are hyphenated, as in *thirty-nine*.

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- | | | |
|--|---|---|
| 1. selfcentered
all-out
_____ | 5. wellmade
halfhearted
_____ | 8. hill-like
thoroughly-efficient
_____ |
| 2. long-winded
two thirds
_____ | 6. thoroughly efficient
all out
_____ | 9. two-thirds
longwinded
_____ |
| 3. hill like
lemon yellow
_____ | 7. lemon-yellow
well-made
_____ | 10. thirty-nine
half-hearted
_____ |
| 4. self-centered
thirty nine
_____ | | |

LESSON 30 continued

Spelling in Context

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. The bridesmaids' dresses were lemon-yellow. _____
2. The boy was selfcentered and would not share his toys with the other children. _____
3. Bridge Automotive has a reputation for wellmade car parts. _____
4. She raked the leaves into a hill like mound. _____
5. The troops were engaged in an all out war. _____

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The latest survey shows that a two thirds majority of registered voters favor Celine Lavelle over her nearest opponent, Gilbert Mathias. Detractors, however, have criticized Lavelle's half-hearted responses to reporters' questions regarding social welfare and healthcare reform. Her longwinded speech proposing a thirty nine point overhaul of the education system is further proof that she needs a throughly-efficient campaign manager.

1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Application

Listed below are five additional words that fit patterns you have learned. The hyphens have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the lines below.

all-purpose ashy gray fair-haired half-baked self-reliant

CODE

a=4, b=10, c=17, d=23, e=26, f=19, g=11, h=6, i=8,
j=1, k=12, l=18, m=24, n=21, o=16, p=5, q=3, r=14,
s=20, t=25, u=22, v=15, w=9, x=2, y=13, z=7

1. _____
2. _____
3. _____
4. _____
5. _____

	4	20	6	13	-	11	14	4	13			
	6	4	18	19	-	10	4	12	26	23		
	4	18	18		5	22	14	5	16	20	26	
	19	4	8	14	-	6	4	8	14	26	23	
	20	26	18	19	-	14	26	18	8	4	21	25

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Spelling Power

Lesson 31: Words Often Confused

Word Bank

carat/caret elapse/lapse faze/phase formally/formerly incite/insight

Key Concepts

Many words in the English language can be easily confused because they have similar spellings and/or pronunciations. There are no spelling patterns to follow for these words. Commit the following word pairs to memory.

- | | |
|--|--|
| <p>1. <i>carat</i>: a unit of weight for gems (about 200 milligrams)
<i>caret</i>: an editor's mark to indicate an insertion</p> <p>2. <i>elapse</i>: to slip by or pass away (often used with time)
<i>lapse</i>: a temporary interruption or slippage</p> <p>3. <i>faze</i>: to worry or disturb
<i>phase</i>: a stage in growth or development</p> | <p>4. <i>formally</i>: based on established methods
<i>formerly</i>: at an earlier time</p> <p>5. <i>incite</i>: to spur to action
<i>insight</i>: perception or understanding</p> |
|--|--|

Spelling Practice

In each set below, circle the word whose meaning is close to the meaning of the capitalized word or phrase. Then write the word you circled on the line provided.

- | | | | |
|--------------------------|----------|----------|-------|
| 1. UNSETTLE | faze | phase | _____ |
| 2. PASS | elapse | lapse | _____ |
| 3. PREVIOUSLY | formally | formerly | _____ |
| 4. 200 MILLIGRAMS | carat | caret | _____ |
| 5. PERCEPTION | incite | insight | _____ |

Spelling in Context

Use context clues to determine which word from the Word Bank fits in each blank below. Then write the word on the line provided.

Although publishing the article was sure to (1)_____ a protest, the newspaper editor was determined to present a true account of each (2)_____ of the investigation. She added a (3)_____ to indicate where to insert the new sentence that describes how the labor group had (4)_____ lodged a complaint against the company. The company called the attack a severe (5)_____ in judgment.

LESSON 31 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The heiress's incite told her not to schedule the fund-raiser until the ambassador returned from France. Although her aides were worried about having too much time lapse from the day of the formal announcement to the day of the party, the delay did not phase the heiress. The ambassador, formally the chairman of a large corporation, was a superb organizer, and she felt he would be a great help. Also the postponement would allow her to find the perfect dress to go with the fifteen-caret diamond necklace she planned to wear at the fund-raiser.

1. _____ 3. _____ 5. _____
 2. _____ 4. _____

Spelling Application

Listed below are five additional pairs of words that are often confused. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

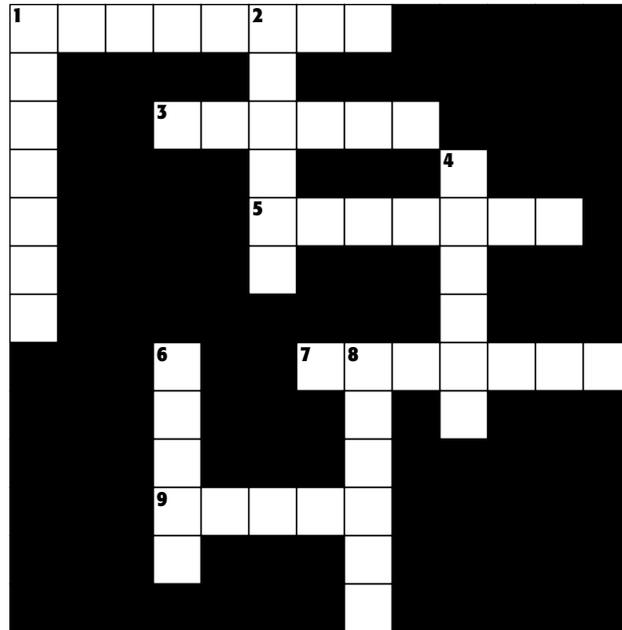
- attain/attend capital/capitol device/devise flounder/founder gorge/gouge

Across

1. a type of fish
 3. to form an idea in the mind
 5. seat of a state government
 7. the building that houses a legislative body
 9. to scoop out with force

Down

1. one who establishes an institution or society
 2. something invented for a specific purpose
 4. to achieve a goal
 6. a deep, narrow passageway through land
 8. to be present at a meeting or other event



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Spelling Power

Lesson 32: Words Often Misspelled

Word Bank

altogether	colossal	eligible	etiquette	government
municipal	occurrence	particularly	sufficient	temperament

Key Concepts

Some words in the English language are particularly difficult to spell. This lesson focuses on a sampling of commonly misspelled words. They may have certain trouble spots, such as silent letters or unexpected vowel spellings, or they may be exceptions to common spelling patterns. Study these words and visualize them spelled correctly.

1. Some words have double consonants that are mistakenly spelled as single consonants, as in *colossal* and *occurrence*.
2. Other words have single consonants that are mistakenly spelled as double consonants, as in *altogether*.
3. Some words need to be pronounced carefully in order to hear all the sounds. Take note of the *n* in *government*. Notice the *e* and *a* in the middle of *temperament*.
4. The letter *c* can sound soft or hard. Words with a soft *c* may be misspelled because the *c* sounds like *\s*, as in *municipal*.
5. The suffixes *-able* and *-ible* have the same pronunciation, which may lead to misspellings of words that contain them. An example is *eligible*.
6. Some words have unexpected vowel spellings. For example, the *quette* in *etiquette* is an unexpected spelling for *\kit*.
7. Some words are misspelled because of confusion over the *ie* and *ei* spellings, as in *sufficient*.
8. Some words have a vowel + *r* that is pronounced *\ər*, as in *particularly*.

Spelling Practice

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line provided.

- | | | | | | |
|-----------------|------------|--------------|------------|---------------|--------------|
| 1. sufficient | altogether | 5. munisiple | eligible | 8. etikett | temperament |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. occurence | colossal | 6. etiquette | sufficeint | 9. altogether | collosal |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 3. particulerly | municipal | 7. goverment | occurrence | 10. eligable | particularly |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 4. government | temperment | | | | |
| _____ | _____ | | | | |

LESSON 32 continued

Spelling in Context

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. Only drivers who have more than ten years of experience are eligible to apply for the job. _____
2. Once everyone found out about the party, the small celebration became a colossal extravaganza. _____
3. Keith's father always emphasizes the importance of proper etikette during meals. _____
4. With the high temperatures and intense sunshine, it is alltogether too hot to be marching in the parade. _____
5. The Boy Scout leader was not particularly impressed with the troop's attempts to build a fire. _____

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Because of the high occurence of littering in the city's parks, the munisipal government has announced a cleanup program. New recycling containers have been ordered for aluminum, glass, and paper products. The city is also trying to negotiate a multi-year contract with a trash disposal company that has sufficeint machinery for the task. At a press conference, the mayor announced that he hoped cleaner parks would improve the temperment of the citizens.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | |

Spelling Application

Listed below are ten additional words that are often misspelled. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

accommodate	discipline	efficient	embarrass	hygiene
implement	missile	nuclear	nuisance	significant

- | | |
|----------------------|----------------------|
| 1. gyeenih _____ | 6. fastgicinni _____ |
| 2. seamrbrsa _____ | 7. sliiiednpc _____ |
| 3. cmdaemtaooc _____ | 8. anniecus _____ |
| 4. eifcetnfi _____ | 9. peelmnmmit _____ |
| 5. leisims _____ | 10. laneurc _____ |

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Spelling Power

Unit 8 Review

Lessons 29–32

Draw a line through the word in each set that is spelled incorrectly. Write the word correctly.

- 1. halfhearted half-hearted _____
- 2. longwinded long-winded _____
- 3. self-centered selfcentered _____
- 4. etikett etiquette _____
- 5. hill like hill-like _____

In each item below, decide which word from the four preceding Word Banks completes the sentence best. Then write the word on the line provided.

- 6. The editor put a _____ after the period to show where to insert the new sentence.
- 7. The counselor was concerned about the student's _____ in attendance at the meetings.
- 8. He had lived in the city for so long that the heavy traffic and constant noise didn't _____ him.
- 9. Angry consumers were trying to _____ a boycott of the company's products.
- 10. The appraiser disputed the claim that the diamond weighed one _____.

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

- 11. The doctor prescribed an antibiotic to treat the child's ear-ache. _____
- 12. The sculptor offered to create a colossal monument honoring all past presidents. _____
- 13. Louisa left her check book at home so she wouldn't be tempted to buy something she really didn't need. _____
- 14. Another win will make him eligable to move up to the varsity level. _____
- 15. Frances never parks her car on the street because she is concerned about the possibility of a breakin. _____
- 16. The disgusted voters felt that they could no longer trust the goverment. _____
- 17. José says he has an artistic temperment, but I think he is just moody. _____
- 18. Vincent underwent strenuous training sessions to become a man at arms. _____
- 19. Because the plumbing at our vacation home was not working, we were forced to use the out house. _____
- 20. The mayor is the leader of our munisiple government. _____

Spelling Power

Proofreading Application

Lessons 29–32

Read the company newsletter below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words the lines below the newsletter.

Strong Candy Sales Spur Company Growth

Thanks to the incite of Amelia Byers, the greataunt of company president Morton Byers, sales of our old-fashioned Chewy Gooney candies have greatly increased.

It was Auntie Amelia, as Mr. Byers likes to call her, who recommended discontinuing the formally popular olive green chewies and introducing new brighter colors such as hot pink and lemon-yellow. The new colors, which bring the total number of varieties to thirty nine alltogether, have been particulerly popular among teenagers.

Two thirds of our retail shops are currently selling the new varieties at a minimal mark-up. The next faze will be to ensure a sufficeint supply of the product in all stores within the next month and to organize an all out blitz in the shopping malls for the holidays.

A colorful brochure to formerly introduce the new Chewy Gooney candies will be mailed to sales representatives nationwide. Our thoroughly-efficient marketing department is collaborating with the advertising agency to devise a memorable slogan. An early favorite is "Give your mouth a work-out: Try Chewy Gooeys." We hope to have all the decision-making about the ad campaign completed before too much time lapses.

These latest advances will ensure that Byers continues to be the top-selling candy manufacturer in the United States. At a time when lay-offs and poor quality are common ocurences in other companies, we can be proud of our reputation for stability, wellmade products, superior customer relations, and an overall commitment to excellence in all departments of our company.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

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