

GLENCOE LANGUAGE ARTS

SPELLING POWER

GRADE 12



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

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																					
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	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: Silent Consonants

Word Bank

consign	hymn	isle	knave	pneumonia
pseudonym	rhetoric	sought	subtle	wry

Key Concepts

Many English words have one or more consonants that are not pronounced. Therefore, only hearing such words will not help you spell them correctly. By learning the following patterns, you will be able to visualize these words and spell them correctly.

- In many words, the consonants *g*, *k*, or *p* are silent when they appear before *n*, as in *consign*, *knave*, and *pneumonia*.
- When *w* appears before *r*, as in *wry*, the *w* is silent. Likewise, when *h* appears after *r*, as in *rhetoric*, the *h* is silent.
- The letter *b* and the combination *gh* are usually silent when they appear before the letter *t*, as in *subtle* and *sought*. In some cases, *gh* is silent at the end of a word, as in *thorough*.
- The letter *n* is not pronounced when it follows *m* at the end of words such as *hymn*.
- The letter *p* is silent when it precedes the letter *s*, as in *pseudonym*.
- The letter *s* is silent in words such as *isle*.

Spelling Practice

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

- | | | | | | |
|--------------|----------|------------|---------|--------------|----------|
| 1. nayve | knave | 5. consine | consign | 8. retoric | rhetoric |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. pseudonym | seudonym | 6. hym | hymn | 9. pneumonia | neumonia |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 3. sought | sout | 7. isle | ile | 10. suttle | subtle |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 4. wry | ry | | | | |
| _____ | _____ | | | | |

Spelling in Context

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

- Mark Twain was the _____ used by the author Samuel Clemens.
- After giving a speech in the rain, the mayor was hospitalized with a severe case of _____.
- Kayla decided to _____ her grandmother's lamp to the antique store.

LESSON 1 continued

4. The prince ordered his _____ to polish his new pair of riding boots.
5. The congregation winced when Tom tried to sing harmony to the _____.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Carol sougt to be elected senior class president of her high school, which is located on a small ile off the east coast of Florida. At the student rally, her opponent promised a shorter school day, fewer classes, better teachers, and higher grades. After he had finished speaking, Carol approached the micro- phone with a ry smile. "My opponent," she said, "offers you empty retoric. The changes I propose are more sutle than his, but they will bring genuine improvement to our school."

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

Spelling Application

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

autumn campaign knowledge psychology thorough

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

1. Pattern 1: The letter *p* is silent when it precedes the letter *s*. _____
2. Pattern 2: In most cases, the consonant *k* is silent when it appears before the letter *n*. _____
3. Pattern 3: In most cases, the consonant *g* is silent when it appears before the letter *n*. _____
4. Pattern 4: In some cases, *gh* is silent at the end of a word. _____
5. Pattern 5: The letter *n* is not pronounced when it follows *m* at the end of a word. _____

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Spelling Power

Lesson 2: Doubling the Final Consonant

Word Bank

chagrined	deterrence	exhibited	impelled	inference
plainness	recurring	remittance	repellent	vitality

Key Concepts

When suffixes are added to most words that end in one consonant preceded by one vowel, the final consonant is doubled. However, there are some words that retain a single consonant when a suffix is added. To determine whether to double the final consonant, keep these patterns in mind. Then try to visualize these words as you study them.

- If the accent falls on the second syllable of a two-syllable word, double the final consonant before adding *-ed*, *-ing*, *-ance*, *-ant*, *-ence*, or *-ent*. This pattern applies when the accent remains on the second syllable of the word root after the suffix is added, as in *deterrence*, *impelled*, *recurring*, *repellent*, and *remittance*. There are a few exceptions to commit to memory, including *chagrined*.
- If the accent does not fall on the last syllable of the word root, do not double the final consonant when adding a suffix, as in *exhibited*.
- If the accent shifts from the second syllable to the first syllable after the suffix is added, do not double the final consonant, as in *inference*.
- When adding a suffix that begins with a consonant, such as *-ly* or *-ness*, do not double the final consonant of the word root, as in *plainness* and *vitality*.

Spelling Practice

Combine each word and suffix and write the new word on the line.

- | | |
|-------------------------|--------------------------|
| 1. impel + ed = _____ | 6. remit + ance = _____ |
| 2. vital + ly = _____ | 7. plain + ness = _____ |
| 3. recur + ing = _____ | 8. exhibit + ed = _____ |
| 4. chagrin + ed = _____ | 9. repel + ent = _____ |
| 5. infer + ence = _____ | 10. deter + ence = _____ |

Spelling in Context

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

- The store owner installed surveillance cameras as a deterence to shoplifting. _____
- What inference did the jury draw from the defendant's testimony? _____
- The sergeant impeled the troops to continue marching. _____
- The telephone company insisted that her remittance was due immediately. _____
- The director thought it was vitality important to change the backdrop. _____

LESSON 2 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Lorna's recurring nightmare about the senior prom proved to be prophetic. Every detail about that night was repelent. When she entered the gymnasium, she was struck first by the plainness of the decorations. The beverages were room temperature, and the food was bland. Even the band exhibited none of the talent she had seen at the audition. Then when she was called to the podium to be acknowledged as prom coordinator, she was chagrinned when no one applauded.

- 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.

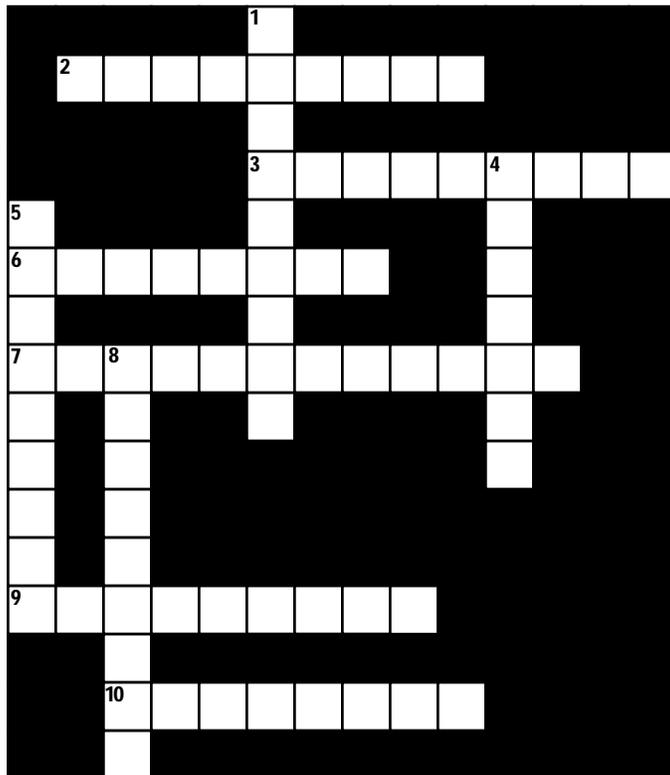
- beginning committed equipped excelled gathering
- incidentally permitted propeller reference totally

Across

- 2. mention, source of information
- 3. allowed
- 6. performed in a superior way
- 7. not intentionally
- 9. meeting, crowd
- 10. provided, prepared

Down

- 1. a device made of two or more blades on a ship or aircraft
- 4. completely
- 5. starting
- 8. entrusted



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Spelling Power

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

Word Bank

beguile	belligerent	censure	concentric	gigantic
gist	incipient	ingenuous	pacify	solicit

Key Concepts

The consonants and vowels that follow the letters *c* and *g* determine how these letters are pronounced within a word. A soft *c* sounds like *\s*, and a soft *g* sounds like *\j*. The hard *c* sounds like *\k*, and a hard *g* sounds like *\g*. Knowing the following patterns will help you pronounce and spell words that include *c* and *g*.

- The letter *c* has the soft sound *\s* when it is directly followed by the letter *e*, *i*, or *y*, as in *censure*, *incipient*, *pacify*, and *solicit*.
- The letter *c* has the hard sound *\k* when it is directly followed by a consonant or by *a*, *o*, or *u*, as in the first *c* in *concentric*. Notice that the second *c* in *concentric*, which is followed by *e*, sounds like *\s*.
- The letter *g* has the soft sound *\j* when it is directly followed by the letter *e*, *i*, or *y*, as in *belligerent*, *gist*, and *ingenuous*. Exceptions to commit to memory include *get*, *gift*, *girl*, and *give*.
- The letter *g* has the hard sound *\g* when it is directly followed by a consonant or by *a*, *o*, or *u*, as in *beguile* or the second *g* in *gigantic*. Notice that the first *g* in *gigantic*, which is followed by *i*, has a soft sound.

Spelling Practice

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

- | | | | | | |
|---------------|-------------|------------|-------------|---------------|---------|
| 1. pasify | beguile | 5. solicit | injenuous | 8. jigantic | gist |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. incipient | solisit | 6. censure | insipient | 9. concentric | sensure |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 3. gigantic | bellijerent | 7. jist | belligerent | 10. begile | pacify |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 4. konsentric | ingenuous | | | | |
| _____ | _____ | | | | |

Spelling in Context

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

- | | | | |
|------------------------------------|-------|-----------------------|-------|
| 1. petition, strongly urge, entice | _____ | 4. a formal reprimand | _____ |
| 2. innocent | _____ | 5. to deceive | _____ |
| 3. the main idea | _____ | | |

LESSON 3 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

In the early days of the monarchy, the king relied on a small group of bellijerent men to defend the vast territories within his control. Although the army was in an insipient stage, the soldiers organized themselves like an inveterate military machine. Some planned strategy, while others guarded the jigantic, concentric walls surrounding the capital city. Still other soldiers were sent to pasify the people when they objected to the king's decrees.

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

Spelling Application

Listed below are five additional words that fit the patterns you have learned. Build a word pyramid by following the code at the bottom of the page. The letters *c* and *g* have been provided. Then fill in the correct words on the lines provided.

cyclical fatigue legitimate success vicinity

CODE

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

				g			
8	5	6	15	19	17	23	
		c	c				
21	17	1	1	23	21	21	
c		c			c		
1	9	1	22	15	1	5	22
		c					
2	15	1	15	18	15	6	9
		g					
22	23	19	15	6	15	7	5

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- 1. Pattern 1: The letter *c* has a soft sound when followed by *e*, *i*, and *y*. _____
- 2. Pattern 2: The letter *c* has a hard sound when followed by a consonant or *a*, *o*, or *u*. _____
- 3. Pattern 3: The letter *g* has a soft sound when followed by *e*, *i*, and *y*. _____
- 4. Pattern 4: The letter *g* has a hard sound when followed by a consonant or *a*, *o*, or *u*. _____

Spelling Power

Lesson 4: Vowel Spellings

Word Bank

borough	fountainhead	guild	guise	malfeasance
mistrial	roughage	sophomoric	threadbare	traipse

Key Concepts

You cannot always rely on the sound of a word to help you spell it. Many words have vowel pairs that do not follow the regular patterns of pronunciation. To remember how to spell such words, you must study them and visualize them spelled correctly.

- The vowel pair *ou* can be pronounced as the long *o* sound $\text{\textcircled{O}}$, as in *borough*, or as the short *u* sound $\text{\textcircled{U}}$, as in *roughage*.
- The vowel pair *ai* can be pronounced as the long *a* sound $\text{\textcircled{A}}$, as in *traipse*, or as the schwa $\text{\textcircled{ə}}$ sound, as in *fountainhead*. However, in the vowel pair *ia*, both vowels are usually pronounced, as in *mistrial*.
- The vowel pair *ui* can be pronounced as a short *i* $\text{\textcircled{I}}$, as in *guild*, or as a long *i* $\text{\textcircled{I}}$, as in *guise*.
- The vowel pair *ea* has several sounds, including long *e* $\text{\textcircled{E}}$, as in *malfeasance*, and short *e* $\text{\textcircled{E}}$, as in *threadbare*.
- Some words include vowels that are undistinguishable and are pronounced as a schwa $\text{\textcircled{ə}}$ as illustrated by the second *o* in *sophomoric*.

Spelling Practice

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

- | | | |
|-------------------------------|------------------------------|--------------------------------|
| 1. malfeasance malfeesance | 5. trapes traipse | 8. guise gyse |
| _____ | _____ | _____ |
| 2. rufage roughage | 6. giled guild | 9. fountainhead fountenhead |
| _____ | _____ | _____ |
| 3. boro borough | 7. sophmoric sophomoric | 10. mistryal mistrial |
| _____ | _____ | _____ |
| 4. threadbare thredbear | | |
| _____ | | |

Spelling in Context

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

After years of working as a diamond cutter and serving as head of the local jewelers' (1) _____, I decided to take an overdue vacation. "Enough with planning," I said. "I will (2) _____ through the

LESSON 4 continued

woods, enjoying life as it comes. No special outdoor clothes for me! I'll wear my old (3) _____ T-shirts and cut-off shorts. No bottled water, trail mix, or dehydrated foods! I'll drink from streams and eat berries, nuts, and leaves for (4) _____. I may even follow the banks of the Moose River until I find its (5) _____. What a time I'll have!"

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Ramon ran for mayor in the gise of one who had an honest commitment. After six months in office, however, he was accused of malfeesance by members of the boro council. They also pointed out his sophmoric behavior at public ceremonies. Later he was accused of accepting bribes, but the legal proceedings ended in a mistryal.

- 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.

- abstain appease chocolate dough guilty
- leaven menial privilege steady thoroughfare

Across

- 1. flavor, usually sweet, from ground cacao bean
- 3. batter that can be kneaded or rolled
- 5. to pacify
- 8. reliable
- 9. lowly
- 10. yeast or similar material used to raise or lighten bread and other mixtures

Down

- 2. a major road open at both ends
- 4. worthy of punishment
- 6. a right that provides a benefit
- 7. to refrain from an action

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Spelling Power

Unit 1 Review

Lessons 1–4

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

1. While he was recovering from his operation, Sam developed neumonia. _____
2. Television news often provides only the jist of the full story. _____
3. Some people pay their utility bills directly at the boro offices. _____
4. Joel had a recuring dream that his team would finally win the championship. _____
5. Debbie exhibitted great patience while waiting for her appointment. _____
6. The government tried to quell the uprising of the bellijerent rebels. _____
7. Barry decided to use a seudonym to protect his family's privacy. _____
8. After the mistryal was declared, the plaintiff decided to drop the charges. _____
9. Amy observed sutle changes in Sue's behavior after Sue became a cheerleader. _____
10. Tyler contacted the local carpenter's giled to enroll as an apprentice. _____

Read each statement below about adding a suffix to a word root. On the line provided, write the correctly spelled word. Then tell whether the statement is correct or incorrect.

- | | | |
|--|--|--|
| <p>11. The final <i>l</i> of <i>repel</i> is doubled before adding <i>-ent</i>.

_____</p> | <p>13. The final <i>r</i> in <i>infer</i> is not doubled when adding <i>-ence</i>.

_____</p> | <p>15. The final <i>t</i> in <i>remit</i> is doubled before adding <i>-ance</i>.

_____</p> |
| <p>12. The final <i>n</i> of <i>plain</i> is doubled before adding <i>-ness</i>.

_____</p> | <p>14. The <i>n</i> in <i>chagrin</i> is doubled when adding <i>-ed</i>.

_____</p> | |

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

- | | | |
|---|--|---|
| <p>16. sensure censure

_____</p> | <p>18. consign consine

_____</p> | <p>20. roughage rufage

_____</p> |
| <p>17. traipse trapes

_____</p> | <p>19. fountenhead fountainhead

_____</p> | |

Spelling Power

Proofreading Application

Lessons 1–4

Read the critic’s review below. Find the twenty misspelled words and circle them. Then write the correct spelling for each word on the lines below the review.

A Knight at the Opera

Dear Reader, I begin with this vitally important note for all of you. Let this week’s review serve as a deterecence to seeing Central City Opera’s production of *Knights of the Round Table*. I know what impeled me to go: my desire to keep my job as a critic. As for you, spare yourselves!

Allow me to describe the gist of the plot. A group of outcasts from medieval England have gathered on a small ile off the coast of France. (Note to the production team: I know your budget was not jigantic, but your costumes brought new meaning to the word *thredbare*.)

The outcasts soght the help of Sir Lancelot, who tries to pasify the men by sending his servant in his place. Apparently George Spelvin, playing the nave, confused his role with that of a jester. His sophmoric antics on stage literally stopped the show when he crashed into the scenery and later fell into the orchestra pit.

Eventually Lancelot makes his grand appearance in the gise of a priest. He mesmerizes the outcasts with grand retoric urging them to help him fight for the throne of England. Despite his ability to beguyle his listeners, we know that he really wants to solisit their help in his quest to steal Guinevere from King Arthur.

Lancelot leads the ensemble in an emotional hym saluting the glory of England. It may be that the ry expressions of the cast members indicate that they suspect Lancelot has a hidden agenda, or perhaps they find the choral singing as painful as the audience does.

The plot then moves to Camelot, where, I suppose, the insipient tension among the leading characters continues to grow. For me, the rest of the story is a blur. The director positioned the supporting cast so that they formed koncentric circles around the leads.

It’s hard to say who is guilty of the most malfeesance here: Lancelot, the director, or the composer of the wretched music. In any case, I warn all injenuous viewers to beware!

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

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Spelling Power

Lesson 5: *ie* or *ei*?

Word Bank

beige	conceive	conscientious	forfeit	grievance
leisure	lien	perceive	proficient	yield

Key Concepts

Many people commit the following rhyme to memory so that they can remember whether to use *ie* or *ei* in a word:

i before *e* except after *c* or when sounded as *\a* as in *neighbor* or *weigh*

This rhyme may help you most of the time. Remembering the following patterns will help you with words that are exceptions to the rhyme.

- Use the *ie* spelling when the letters *ci* or *ti* spell the *\sh* sound, as in *conscientious* and *proficient*.
- Use the *ei* spelling for the short *\i* sound in words such as *forfeit*.
- Be aware that there are exceptions to the rule, such as *leisure*. Commit these words to memory.

Spelling Practice

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

- | | | |
|-----------------------------------|-----------------------------------|---|
| 1. proficeint forfeit
_____ | 5. conceive yeild
_____ | 8. liesure yield
_____ |
| 2. greivance leisure
_____ | 6. forfiet lien
_____ | 9. perceive biege
_____ |
| 3. beige percieve
_____ | 7. grievance concieve
_____ | 10. proficient conscieintious
_____ |
| 4. lein conscientious
_____ | | |

Spelling in Context

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

- The labor union's _____ committee helps the employees to voice their complaints.
- When the judge discovered that her poem was not original, Ella had to _____ the prize.
- The couple used their _____ time to travel through Europe.
- Bob was such a hardworking and honest student that his teacher described him as _____.
- Dane did not _____ the stranger as a threat because she seemed friendly.

LESSON 5 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

When David Baker's payment for parking his biege car was long overdue, the owner of the garage concieved a plan. He knew Mr. Baker was normally conscientious about paying his bill, so he decided first to remind him to pay his bill. If that didn't yeild results, he would hire a lawyer who was proficeint at debt collection. If necessary, the lawyer could have a lein placed against Mr. Baker's car until the grievance was settled.

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

Spelling Application

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

achievement caffeine neighbor receipt sufficient

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

1. Pattern 1: Use the *ei* spelling when you hear the \ā\ sound. _____
 2. Pattern 2: Use the *ei* spelling when the letters follow a *c*. _____
 3. Pattern 3: In most cases, use the *ie* combination. _____
 4. Pattern 4: These are exceptions. _____

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Spelling Power

Lesson 6: Plurals

Word Bank

accessories	avocados	cameos	dynamos	embargoes
journeys	ratios	sketches	sopranos	wharves

Key Concepts

To form most noun plurals, add *s*. However, there are several other patterns to remember. Try to visualize these words as you study them.

- When a noun ends in *s*, *x*, *ch*, *sh*, or *z*, add *es*, so that *sketch* becomes *sketches*.
- When a noun ends in a consonant + *y*, change the *y* to *i* and add *es*, as in *accessories*. When a noun ends in a vowel + *y*, however, add an *s*, as in *journeys*.
- Some words that end in a consonant + *o* add *es*, to form the plural, as in *embargoes*. Others add *s*, as in *dynamos*. Such nouns must be committed to memory.
- Many nouns, especially music terms, that have been borrowed from Italian end in a consonant + *o*. Such words add *s* to form their plurals, as in *sopranos*.
- Many nouns that have been borrowed from Spanish end in a consonant + *o*. (Most of these refer to food or ranching.) These words also form their plurals by adding *s*, as in *avocados*.
- Add an *s* to nouns that end with a vowel + *o* combination, as in *cameos*, *ratios*.
- For a small group of nouns that end in *f* or *fe*, change the *f* to *v* and add *es*, as in *wharves*.

Spelling Practice

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

- | | | |
|--|--|---|
| 1. <u> </u> <u> </u> | 5. <u> </u> <u> </u> | 8. <u> </u> <u> </u> |
| 2. <u> </u> <u> </u> | 6. <u> </u> <u> </u> | 9. <u> </u> <u> </u> |
| 3. <u> </u> <u> </u> | 7. <u> </u> <u> </u> | 10. <u> </u> <u> </u> |
| 4. <u> </u> <u> </u> | | |

LESSON 6 continued

Spelling in Context

Use context clues to determine which word from the Word Bank fits in each blank.

The countries had imposed trade (1) _____ against each other. Shipments of perishable (2) _____ and pears rotted on their respective (3) _____. Luckily the trade negotiators were (4) _____ who worked tirelessly. They convinced the leaders to correct the existing trade imbalances and improve the (5) _____ of imports to exports.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

As a surprise for their mother, Claudia and Susanna wanted to have their portrait drawn. They discussed which clothing and accessories to wear. Finally they decided on the matching cameoes their father had brought back from one of his many journeies overseas. An artist drew several sketches before the girls decided to have a photograph taken instead. They chose the photographer who had taken photos of their school choir, in which they were both sopranoes. Their mother was thrilled with the photograph.

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 write the word in the squares provided.

- | | | | | |
|------------|-----------|-----------|----------|---------|
| albinos | dominoes | forays | grottoes | ghettos |
| mortuaries | ourselves | paradoxes | tattoos | vetoes |

Across

- 3. brief ventures outside one's spheres
- 5. permanent designs on the skin
- 8. powers forbidding the carrying out of a project or legislation
- 9. deficient in pigmentation
- 10. blocks with white dots

Down

- 1. seemingly contradictory statements
- 2. funeral homes
- 4. parts of cities in which members of minority groups live
- 6. we
- 7. caves

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Spelling Power

Lesson 7: Unusual Plural Spellings or Forms

Word Bank

alumnae	analyses	criteria	curricula	hypotheses
oases	radii	vacuums	vertebrae	viruses

Key Concepts

Many nouns that come from Latin or Greek have retained their Latin or Greek plural forms. Others have English-style plural forms. Sometimes a word can have either a Latin or Greek form or an English form, but in these cases one plural form is usually preferred. The following guidelines will be helpful in spelling plurals of words from Latin or Greek. Visualizing these words as you study will help you remember their spellings.

- For most words that end in *um*, change the *um* to *a*, so that *curriculum* becomes *curricula*. Some words that end in *um* follow the English pattern of forming plurals, so that *vacuum* becomes *vacuums*.
- Add *e* to some words that end in *a*, so that *alumna* becomes *alumnae* and *vertebra* becomes *vertebrae*.
- For some words that end in *on*, replace the *on* with *a*, so that *criterion* becomes *criteria*.
- For some words that end in *is*, change the *is* to *es*, so that *hypothesis* becomes *hypotheses*, *oasis* becomes *oases*, and *analysis* becomes *analyses*.
- For some words that end in *us*, change the *us* to *i*, so that *radius* becomes *radii*. Some words that end in *us* follow the English pattern of forming plurals, so that *virus* becomes *viruses*.

Spelling Practice

Form the plural of each word and write the new word on the line provided.

- | | |
|---------------------------|----------------------------|
| 1. radius + i = _____ | 6. hypothesis + es = _____ |
| 2. curriculum + a = _____ | 7. criterion + a = _____ |
| 3. oasis + es = _____ | 8. analysis + es = _____ |
| 4. alumna + e = _____ | 9. virus + es = _____ |
| 5. vacuum + s = _____ | 10. vertebra + e = _____ |

Spelling in Context

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

- Marisa applied to a prestigious college and was accepted because she met the _____ for admission.
- Many of the _____ withheld contributions to the university to protest new policies.
- To calculate the circumferences of the circles, Jack first measured their _____.
- The board of education decided to include fine arts in the _____ of all schools in the district.
- The detective formed several _____ based on the evidence found at the crime scene.

LESSON 7 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Oasises in the desert provide animals with vital sources of drinkable water and refuges from the sweltering heat. Scientists have recently discovered, however, that atmospheric changes are causing these fertile regions to become vacums. Moreover, analysiss of water samples reveal the presence of deadly virusis. These microorganisms are causing diseases that affect the vertebrea of the animals.

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

Spelling Application

Listed below are five additional words that fit the patterns you have learned. Find them in the word maze and circle them. Then write the singular form of the appropriate words from the maze on the lines provided.

agendas memorandums nuclei phenomena synopses

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

1. Add *s* to those words from Latin or Greek that have English-style plural forms. _____
 2. Drop the *on* and add *a* to some words that end in *on*. _____
 3. Change the *is* to *es* for some words that end in *is*. _____
 4. Change the *us* to *i* for some words that end in *us*. _____

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Spelling Power

Lesson 8: Possessives

Word Bank

activists'	April Fools' Day	congressmen's	governess's	its
John Adams's	NASA's	podiatrist's	Surgeon General's	Valentine's Day

Key Concepts

The possessive form of a word is often confused with its plural form because both possessives and plurals can end in *s*. A possessive form usually includes an apostrophe (') and an *s*.

Remember these patterns to make a noun possessive:

1. Add an 's to singular nouns, as in *podiatrist's* and *governess's*.
2. Add an 's to singular compound nouns, as in *Surgeon General's*.
3. Place an 's at the end of most proper names ending in *s*, as in *John Adams's*. (Some exceptions are the possessives of some Greek proper names, as in *Xerxes'* and *Euripides'*.)
4. Add an apostrophe to plurals ending in *s*, such as *activists'*.
5. Add an 's to plurals that do not end in *s*, such as *congressmen's*.
6. Use an 's for names of holidays, such as *Valentine's Day*. There are plural exceptions, such as *April Fools' Day*.
7. Add an 's to singular abbreviations, such as *NASA's*.
8. Do not add apostrophes to possessive pronouns such as *its*.

Spelling Practice

Listed below are nine spelling patterns for forming possessives. Write the word or words from the Word Bank that apply to each pattern.

- | | | |
|--|--|--|
| <p>1. Add an 's to singular compound nouns.</p> <p>_____</p> | <p>4. Do not add apostrophes to possessive pronouns.</p> <p>_____</p> | <p>7. Use an 's for names of holidays where the possessive in the name is singular.</p> <p>_____</p> |
| <p>2. Add an 's to singular nouns.</p> <p>_____</p> <p>_____</p> | <p>5. Place an 's at the end of most proper names ending in <i>s</i>.</p> <p>_____</p> | <p>8. Add an apostrophe for names of holidays where the possessive in the name is plural.</p> <p>_____</p> |
| <p>3. Add an 's to plurals that do not end in <i>s</i>.</p> <p>_____</p> | <p>6. Add an apostrophe to plurals ending in <i>s</i>.</p> <p>_____</p> | <p>9. Add an 's to a singular abbreviation.</p> <p>_____</p> |

Spelling Power

Unit 2 Review

Lessons 5–8

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

1. I went to my podiatrists office today to pick up my chart. _____
2. All of the oasises looked quite beautiful against the stark desert landscape. _____
3. Nancy wore her biege sweater with a pair of brown slacks. _____
4. The sopranoes at the matinee performance of the lyric opera were very gifted. _____
5. At the presidential memorabilia auction, Glenn bid on a set of John Adam's letters. _____
6. Mary's assigned reading for history class includes a book recording the journeies of Marco Polo. _____
7. The Department of Motor Vehicles wants to know if the bank has a lein against his car. _____
8. As a consceintious objector during the Vietnam War, Brian had served in a hospital. _____
9. To calculate the amount of water needed to fill the circular pools, Luke had to measure their radiies. _____
10. As a young girl, Cassie had often walked along the wharfes in the afternoon, watching the fishing boats return to port. _____

Read each statement below about forming plurals or possessives. On the line provided, write the word spelled correctly and tell whether the statement is correct or incorrect.

- | | | |
|---|---|--|
| <p>11. To make <i>curriculum</i> plural, add an s.

_____</p> | <p>13. Add an apostrophe at the end of <i>governess</i> to form the possessive.

_____</p> | <p>15. Add an e to form the plural of <i>vertebra</i>.

_____</p> |
| <p>12. Add an s to form the plural of <i>avocado</i>.

_____</p> | <p>14. Add an es to form the plural of <i>cameo</i>.

_____</p> | |

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

- | | | |
|--|---|---|
| <p>16. vaccuums vacuums
_____</p> | <p>18. Valentines' Day Valentine's Day
_____</p> | <p>20. April Fool's Day April Fools' Day
_____</p> |
| <p>17. leisure liesure
_____</p> | <p>19. forfeit forfiet
_____</p> | |

Spelling Power

Proofreading Application

Lessons 5–8

Read the company newsletter below. Find the twenty misspelled words and circle them. Then write the correct spelling for each word on the lines below the newsletter.

Accolades

Roberta Rodriguez and Tracy Chang, both alumna of Harvard Law School and dynamoes in our legal department, have been long-term advocates for the local small business community. Recently their efforts were recognized by their congressmens' offices at a special dinner held at the state capitol. Congratulations to Roberta and Tracy!

Last week our research and development office was informed that our product line will be included in NASAs Mission to Mars program. Company scientists had tested the products to ensure that they met the program's strict criterions for instruments performing analysis in space. NASA officials were particularly impressed with the detailed sketches and documentation that our office submitted.

Department News

Several countries have issued embargos on the MJ76 and LK878 instruments as part of an ongoing trade war with the United States. Foreign government officials claim that the ratios of foreign to domestic shipments are unevenly tipped in our favor. The company has advised all sales representatives to alert their customers to possible price increases as a result of the reduction in yeild.

Last month the chemistry department asked the technical services department to concieve ideas for a software program that would be able to test several hypothesis simultaneously. The new program's features will be adapted for other departments, and training sessions will be provided for those employees who must become proficeint in it's use.

Don't forget to run the virus-scanning program on any disks that you use with accessorys such as Zip™ drives. Those employees who percieve a threat to their computer files from other virusis should contact the technical department.

Employee Activities

On Saturday Paul Tittone and Raj Shah will be participating in a rally against genetically engineered foods. The rally will take place outside the Surgeon Generals office. Anyone who would like to support the activist's efforts or voice a similar greivance should contact either Paul or Raj.

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

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Spelling Power

Lesson 9: Suffixes and the Silent e

Word Bank

censuring	changeable	enticement	immensity	infiltration
notably	placement	replaceable	resourceful	underlying

Key Concepts

When adding suffixes to words that end in a final *e*, keep these patterns in mind. In addition, try to visualize these words as you study them to help you learn their spellings.

1. Keep the final *e* when adding suffixes beginning with a consonant, as in *enticement*, *placement*, and *resourceful*.
2. Drop the *e* when adding suffixes that begin with a vowel, as in *censuring*, *immensity*, *infiltration*, and *notably*.
3. Keep the final *e* when adding suffixes that begin with *a* or *o* to words that end in a soft *c* or *g*, as in *changeable* and *replaceable*. An exception is *acknowledgment*.
4. Change a final *ie* to *y* before adding *-ing*, as in *underlying*. In a few words, the final *e* must be kept to preserve pronunciation, as in *hoeing* (not *hoing*).

Spelling Practice

Add the suffix indicated and write the word correctly on the line provided.

- | | |
|-----------------------------|----------------------------|
| 1. infiltrate + ion = _____ | 6. resource + ful = _____ |
| 2. underlie + ing = _____ | 7. note + ably = _____ |
| 3. censure + ing = _____ | 8. place + ment = _____ |
| 4. entice + ment = _____ | 9. change + able = _____ |
| 5. immense + ity = _____ | 10. replace + able = _____ |

Spelling in Context

Using the words from the Word Bank, write the word that is defined or described in each sentence.

1. This word means showing disapproval of someone's actions. _____
2. This word means very great size. _____
3. The invasion of one country by soldiers from another country is one example of this. _____
4. This word describes something that does not remain the same. _____
5. The location of an object is called this. _____

LESSON 9 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Anita Juarez, our human resources manager, is truly a resourceful employee with strong communications skills. Much of her talent depends on her underlieing ability to see things from various points of view. When she told our boss she was leaving the company, he was noteably upset. He knew that Anita was not easily replacable. Staying calm, however, he offered her an ample raise, which was sufficient enticment for her to stay.

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

Spelling Application

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

affiliation antiquing endorsement enterprising supremely

a s y l m e r p u s n e t
 n f u l s o p r g e e n a
 t e f p e n t n u n i t t
 i n d i r m i i d a l e n
 a f f i l u e o e r i r e
 q f q u q i r r f o f p m
 n a i i s s a d p f f r s
 o n t n e i i t n u a i r
 i n t m e n o u i u s s o
 a a e s a n t i q o d n d
 e n t e r p r i s i n g n
 t l n t n a m s r o d n e

1. Drop the final *e* when adding suffixes beginning with a vowel. 2. Keep the final *e* when adding suffixes beginning with a consonant.

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Spelling Power

Lesson 10: Suffixes and the Final y

Word Bank

annuities	arrayed	cloying	deification	electrifying
enviable	loftily	overplayed	ramification	reliant

Key Concepts

When adding suffixes to words that end in a final *y*, keep these patterns in mind.

- For words that end with a consonant + *y*, change the *y* to *i* before adding most suffixes, as in *annuities*, *deification*, *enviable*, *loftily*, *ramification*, and *reliant*.
- For words that end with a consonant + *y*, keep the *y* when adding suffixes that begin with *i*, as in *electrifying*.
- For words that end with a vowel + *y*, keep the *y* when adding suffixes, as in *arrayed*, *cloying*, and *overplayed*.

Spelling Practice

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

- | | | |
|------------------------------|------------------------|--------------------------|
| 1. electrifing annuities | 5. overplaied cloying | 8. loftily deification |
| _____ | _____ | _____ |
| 2. reliant envyable | 6. deification arrayd | 9. relyant enviable |
| _____ | _____ | _____ |
| 3. electrifying ramification | 7. ramification cloing | 10. overplayed annuities |
| _____ | _____ | _____ |
| 4. loftiely arrayed | | |
| _____ | | |

Spelling in Context

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

- I wish that politicians would not be so relyant on popularity polls. _____
- The bank's annuites are dispensed on the first of the year. _____
- Every change has a ramificcation, even though it may not be immediately apparent. _____
- After winning the race, the runner had the envyable honor of carrying home the ceremonial trophy. _____
- The ancient mural depicts the deificcation of an emperor. _____

LESSON 10 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Last night's performance of *Romeo and Juliet* at the Millsbrook Community Center was a mixed bag. While Juliet, arraid in a beautiful pale blue gown, was sweetness and grace, Romeo was a loud boor. He overplaid the part terribly, uttering every line loftyly and smugly. The supporting cast was equally uneven. The Friar's subtle yet intense performance was electrifieing. The Nurse, on the other hand, was all cloieing sentiment.

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 write the word in the squares provided.

- decayed defiant deployed gratifying hardiness
 implying justifiable ratification vying warily

Across

2. rotten
 6. unwilling to cooperate
 8. formal approval
 10. competing

Down

1. maneuvered into position
 3. pleasing
 4. excusable
 5. toughness
 7. with caution
 9. hinting at

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Spelling Power

Lesson 11: The Suffixes *-ance/-ence* and *-ant/-ent*

Word Bank

adamant	compliance	component	dissident	dissonance
irrelevant	phosphorescence	preeminence	repugnant	resplendent

Key Concepts

The suffixes *-ance* and *-ence* are added to words to form nouns. These suffixes are often confused because they are both pronounced as \əns\. The same is true of the suffixes *-ant* and *-ent*, which are pronounced \ənt\ and may be used to form nouns or adjectives. There are no consistent patterns for spelling words ending in *-ance*, *-ence*, *-ant*, and *-ent*, so words with these endings must be committed to memory. If you are uncertain of the spelling of a word, verify it using a dictionary or electronic spell checker. Try to visualize these words as you study them to help you remember their spellings.

- When *-ant* and *-ent* are used to create nouns, they may refer to a person, as in *dissident*, or a thing, as in *component*.
- When *-ant* and *-ent* are used to create adjectives, they mean "displaying a particular characteristic." Examples are *adamant*, *irrelevant*, *repugnant*, and *resplendent*.
- The endings *-ance* and *-ence* are used to create nouns that refer to a state, quality, or condition, as in *compliance*, *dissonance*, and *preeminence*.
- Words that end with a soft *c* or *g* take the *-ent* or *-ence* form of the ending, as in *phosphorescence*.

Spelling Practice

Decide which suffix should be added to make a word. Then write the complete word on the line.

- | | | |
|--|-------------------------------------|--------------------------------------|
| 1. irrelev + (ant, ent) =
_____ | 5. compli + (ance, ence) =
_____ | 8. adam + (ant, ent) =
_____ |
| 2. compon + (ant, ent) =
_____ | 6. resplend + (ant, ent) =
_____ | 9. preemin + (ance, ence) =
_____ |
| 3. repugn + (ant, ent) =
_____ | 7. dissid + (ant, ent) =
_____ | 10. disson + (ance, ence) =
_____ |
| 4. phosphoresc + (ance, ence) =
_____ | | |

LESSON 11 continued

Spelling in Context

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

1. I do not like the composer's music because it contains too much harsh _____.
2. His attitudes were so offensive to Kerri that she found his presence _____.
3. The cave was lit only by the eerie _____ of mosses inside.
4. The general was _____ in his decorated dress uniform.
5. The _____ was arrested for her vocal protests against the government.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Thank you for purchasing the Sound-Around Speaker System. We know that these speakers will be the most important componant of your home entertainment center. We have achieved preeminance in the field of acoustics through years of dedicated research and product testing. Our researchers are adamant about testing every possible listening condition, even those that might seem irrelevant. Be assured that every one of our products is in strict compliance with all national safety standards.

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

Spelling Application

Listed below are five additional words that use the suffixes you have learned. Build a word pyramid by following the code below the pyramid. Then write the words on the lines provided.

incoherent inference perseverance precedent repentant

CODE

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

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

						a	n	t						
18	15	25	15	12	13									
						e	n	t						
25	18	15	10	15	6									
						e	n	c	e					
14	12	7	15	18										
								e	n	t				
14	12	10	22	23	15	18								
									a	n	c	e		
25	15	18	11	15	19	15	18							

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Spelling Power

Lesson 12: Adverb Suffixes

Word Bank

amiably	concernedly	dynamically	earthward	emphatically
haughtily	lengthwise	northward	relentlessly	sardonically

Key Concepts

The addition of some suffixes changes a word or a word part into an adverb. To identify and spell adverbs, keep the following patterns in mind.

- The suffix *-ward* means "in the direction," as in *earthward*, *northward*. The suffix *-wise* means "in the manner," as in *lengthwise*.
- The suffix *-ly* means "in a particular manner" or "to a particular extent." The suffix *-ly* can be added to most base words to form adverbs without changing the words' spelling, as in *concernedly* and *relentlessly*.
- To add *-ly* to a word that ends in a consonant + *le*, drop the *le*, as in *amiably*.
- If an adjective ends in *ic*, add *-ally* to form an adverb, as in *dynamically*, *emphatically*, and *sardonically*.
- In a word of more than one syllable that ends with a consonant + *y*, change the *y* to *i* before adding *-ly*, as in *haughtily*.

Spelling Practice

Listed below are five spelling patterns. On the lines below each pattern, write the word or words from the Word Bank that apply to the pattern.

- Add the suffix *-ally* to make an adverb out of a word that ends with *ic*.

- When adding the suffix *-ly* to a word that ends with *le*, drop the *le* before adding the suffix.

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

- Use the suffixes *-wise* or *-ward* to form some adverbs.

- To make adverbs out of some words that end with *y*, drop the *y* and add *-ily*.

Spelling in Context

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

- The heiress haughtely brushed past the beggar on the sidewalk. _____
- He sawed the log in half lengthward. _____
- The cast of the musical is interacting dynamicaly. _____

LESSON 12 continued

- 4. She behaved amiably toward all her classmates. _____
- 5. "Oh great, rain on the day of our picnic," he said sardonically. _____

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

The satellite tilted in its orbit, the large radio transmitter pointing earthwise. On the ground, the technician looked concernedly at the signal on her monitor. The pulse should have been beating relentlessly, but now it flickered erratically instead. She sent a report to the lab manager, emphatically requesting information on the unusual signal. After filing the report, she gazed northly, contemplating the implications of this peculiar occurrence.

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

Spelling Application

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

grudgingly happily melodically uncannily unsuitably

g y u n c a n n i l y
 y l l a c i d o l e m
 y m y g m l a y n a e
 l a e y n e l n i l l
 y l b a t i u s n u e
 n a o l p l g o l e m
 a l a p n i g d u r g
 c y a l n a c n u y y
 n h l g n i g d u r g
 u n s u i t a b a l g

- 1. Pattern 1: Add the suffix *-ly* directly to the end of most words to form adjectives. _____
- 2. Pattern 2: Add the suffix *-ally* to make adverbs out of some words that end with *ic*. _____
- 3. Pattern 3: Add the suffix *-ily* to make adverbs out of some words that end with *y*. _____
- 4. Pattern 4: When adding the suffix *-ly* to words that end with *le*, first drop the *le*. _____

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Spelling Power

Unit 3 Review

Lessons 9–12

Add the suffix indicated and write the word on the line.

- | | |
|------------------------------|--------------------------|
| 1. immense + ity = _____ | 6. array + ed = _____ |
| 2. concerned + ly = _____ | 7. rely + ant = _____ |
| 3. infiltrate + tion = _____ | 8. annuity + es = _____ |
| 4. cloy + ing = _____ | 9. censure + ing = _____ |
| 5. underlie + ing = _____ | 10. earth + ward = _____ |

The meaning of one Word Bank word from the four preceding lessons is close to that of the capitalized word. Write the correct word on the line.

11. He smiled WRYLY while listening to the interminable speech. _____
12. Some people thought the mayor seemed smug because she paraded so HAUGHTILY down the street. _____
13. Many modern symphonies use both DISCORD and harmony as key musical elements. _____
14. The crown jewels were shimmering and MAGNIFICENT in their padded display case. _____
15. The REVOLUTIONARY was given safe haven in a neighboring country. _____

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

- | | | |
|---------------------|-----------------|-------|
| 16. deification | deifycaion | _____ |
| 17. northward | northwise | _____ |
| 18. lengthy | lengthwise | _____ |
| 19. phosphorescance | phosphorescence | _____ |
| 20. amiabily | amiably | _____ |

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

21. Making meaningless moves to distract his opponent was a major componant of the chess player's strategy. _____
22. She said not to worry about breaking the glass; it was replacable. _____
23. Try not to be distracted by irrelevant or unnecessary information. _____
24. Use short precise sentences to make a point emphaticly. _____
25. The national corporation has a position available for a resourceful manager. _____

Spelling Power

Proofreading Application

Lessons 9–12

Read the business letter below. Find the twenty misspelled words and circle them. Then write the correct spelling for each word on the lines below the letter.

Dear Sir:

Thank you for your interest in our products. New World Computer Systems has achieved preeminance in its field by offering dynamicly powerful solutions to every office computing problem.

Our systems are not relient on outmoded technology. However, we believe emphaticly in maintain- ing still-useful technologies. We do not relentlessly pursue novelty for novelty's sake. Some of our competitors will try to impress you by advocating the placment of entirely new or experimental compo- nents in your system. They will even suggest haughtly that some perfectly efficient components are now outdated or overplaied. Frankly we find this marketing strategy repugnent. We vow to use resourcful management to apply the best of today's technology to create tomorrow's top products.

One ramification of our dedication to using proven technologies is that we find ourselves in the envyable position of being the market leader. Although the market is highly changable, we like to think that our current market share is a testimonial to our customer satisfaction and high product value.

Some computer wholesalers might try to convince you that safety is irrelevant. Don't believe them. Our research team is notably adamant about safety. Every componant we sell is in full compliance with all national safety standards.

Please review the enclosed brochures and call us with any questions. As an additional enticment, we are currently offering a ten percent reduction on the purchase of any complete system. We hope you will choose a New World Computer. We think you'll find the results truly electrifying!

Sincerely,
Anita Paige
Accounts Manager

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

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

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Spelling Power

Lesson 13: The Suffixes *-ize*, *-ise*, *-yze*

Word Bank

authorize	comprise	devise	emphasize	fossilize
galvanize	idolize	paralyze	revitalize	sterilize

Key Concepts

The suffixes *-ize*, *-ise*, and *-yze* can be added to some words or word parts to create verbs that mean “to make” or “to become.” Try to visualize these words as you learn to spell them.

1. The ending *-ize* is the most commonly used suffix in this group. It is added when the original word or word part ends in a consonant, as in *authorize*, *fossilize*, and *idolize*.

example, to form *sterilize*, drop the *e* in *sterile* and add *-ize*.
2. In some cases, the word root changes when the suffix is added, as in *emphasize*, *galvanize*, and *sterilize*. For
3. The ending *-ise* often follows the letters *c*, *m*, *v*, and *pr*, as in *comprise* and *devise*.
4. Only a few verbs end in *-yze*. Commit to memory words such as *analyze* and *paralyze*.

Spelling Practice

Decide which suffix (*-ize*, *-ise*, or *-yze*) should be added to make a word. Then write the complete word on the line.

- | | |
|--------------------------|---------------------------|
| 1. <i>emphas</i> + _____ | 6. <i>author</i> + _____ |
| 2. <i>steril</i> + _____ | 7. <i>idol</i> + _____ |
| 3. <i>dev</i> + _____ | 8. <i>revital</i> + _____ |
| 4. <i>galvan</i> + _____ | 9. <i>compr</i> + _____ |
| 5. <i>paral</i> + _____ | 10. <i>fossil</i> + _____ |

Spelling in Context

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

1. The coach explained that a neck injury could paralyse a careless gymnast for life. _____
2. As molten lava slowly hardens, it will fossilize the plants and animals caught in its path. _____
3. Juan’s electrifying speech at the rally should galvanise the voters. _____
4. Does a hockey team comprize five or six players? _____
5. To minimize the risk of infection, the dental assistant must sterilize all equipment after each patient’s visit. _____

LESSON 13 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

In a meeting with the marketing team, Rena stressed the need to revitalise sales of the company's line of backpacks. She asked the managers to devise a better way to promote the backpacks directly to students. Rena suggested that they might emphasise the built-in carrying case for tapes and headsets. Also they might hire a celebrity whom students idolise to endorse the backpacks. She promised she would authorize additional funds to support the marketing plan.

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

Spelling Application

Listed below are ten additional words that fit the guidelines you have learned. Unscramble each word and write it correctly on the line provided.

criticize exercise hypothesize ionize magnetize
 merchandise revise scandalize supervise theorize

- 1. tzaemgien _____
- 2. zheroite _____
- 3. seeriv _____
- 4. eiizno _____
- 5. pzoeihthsey _____
- 6. dnaziecsal _____
- 7. srpeiusev _____
- 8. eeersixc _____
- 9. dchmraeisen _____
- 10. tiircnzei _____

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Spelling Power

Lesson 14: Noun Suffixes

Word Bank

avarice	brigadier	culmination	frailty	impediment
materialist	remission	retraction	statistician	vanity

Key Concepts

A noun suffix may change to a noun a word that functions as another part of speech, or it may change the form of a noun. Noun suffixes include *-ian*, *-ice*, *-ician*, *-ier*, *-ist*, *-ity*, *-ty*, *-ment*, *-ion*, *-sion*, and *-tion*.

- The suffixes *-ion*, *-sion*, and *-tion* indicate an action, condition, process, or result, as in *culmination*, *remission*, and *retraction*.
- The suffixes *-ty* and *-ity* mean "the state or the condition of being a certain way," as in *frailty* and *vanity*.
- The suffixes *-ian*, *-ier*, *-ician*, and *-ist* indicate "a person who does or is skilled in something" or "a person who believes in or is concerned with something," as in *statistician*, *brigadier*, and *materialist*.
- The suffixes *-ice* and *-ment* express abstract qualities or ideas, as in *impediment* and *avarice*.

Spelling Practice

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

- | | | |
|-----------------------------------|---------------------------------|---------------------------------|
| 1. frailty frailty | 5. materialist materialest | 8. culminasion culmination |
| _____ | _____ | _____ |
| 2. retraction retractsion | 6. avarise avarice | 9. remition remission |
| _____ | _____ | _____ |
| 3. statistician statistitian | 7. impedimant impediment | 10. brigadier brigadeir |
| _____ | _____ | _____ |
| 4. vanaty vanity | | |
| _____ | | |

Spelling in Context

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

- Robert has always been a(n) _____, interested mainly in acquiring as many cars and houses as possible.
- After demonstrating his superior skills in leading soldiers, the colonel was promoted to _____ general.
- Reba demanded that the magazine issue a complete _____ of the untrue story.

LESSON 14 continued

4. The _____ published his data, proving that the average life span had increased in the past decade.
5. Jasmine's _____ prompted her to hoard her possessions.

Proofreading Practice

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

When Lee was first diagnosed with cancer, his doctors were concerned that frailty resulting from his advanced age might be an impedimant to aggressive treatment. Frailty was not a factor, however, nor was any sense of vanaty on his part. "Do what you must," Lee said, "and do not worry about how I look." The culminasion of months of radiation and chemotherapy was a full remision.

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

Spelling Application

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

anarchist beautician compassion complement futility

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

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

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Spelling Power

Lesson 15: Adjective Suffixes

Word Bank

advantageous	comparable	courteous	delirious	fictitious
gracious	grievous	incorrigible	laudable	reducible

Key Concepts

Adjective suffixes change words or word parts into adjectives. The suffixes *-able* and *-ible* mean “able to” or “capable of.” The suffixes *-ous*, *-ious*, *-eous*, *-tious*, and *-cious*, mean “full of,” “characterized by,” or “having.” Try to visualize these words as you learn to spell them.

- The suffix *-able* is added to a complete verb, as in *laudable*, or to a verb from which a silent *e* has been dropped, as in *comparable*.
- The suffix *-ible* is added to a word root that ends in a soft *c* or *g*, as in *reducible* and *incorrigible*.
- The suffix *-ous* is added to nouns. If the noun ends in silent *e*, drop the *e* before adding the suffix, as in *grievous*. The final silent *e* is kept following a soft *g*, as in *advantageous*.
- Both *-ious* and *-eous* often follow word parts, as in *delirious* and *courteous*.
- You should commit to memory words ending in *-tious* and *-cious*, including *fictitious* and *gracious*.

Spelling Practice

Combine each word and suffix and write the new word on the line.

- | | |
|----------------------------|----------------------------|
| 1. laud + able = _____ | 6. reduce + ible = _____ |
| 2. court + eous = _____ | 7. delir + ious = _____ |
| 3. incorrig + ible = _____ | 8. fiction + tious = _____ |
| 4. compare + able = _____ | 9. advantage + ous = _____ |
| 5. grieve + ous = _____ | 10. gra + cious = _____ |

Spelling in Context

Using the words from the Word Bank, write the word that is defined.

- worthy of praise _____
- wildly excited, frenzied _____
- not real, false _____
- able to be made smaller _____
- causing sorrow _____

LESSON 15 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

If you want to learn to host a great dinner party, it would be advantagous for you to watch Edward in action. He is graceous, making his guests feel completely comfortable in his home. He is courtious, whether he is seating his guests or helping them put on their coats at the end of the evening. He is also sensable, always observing his guests to anticipate their needs. Frankly, there is no one I know who is comparible to Edward as a dinner host.

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 write the word in the squares provided.

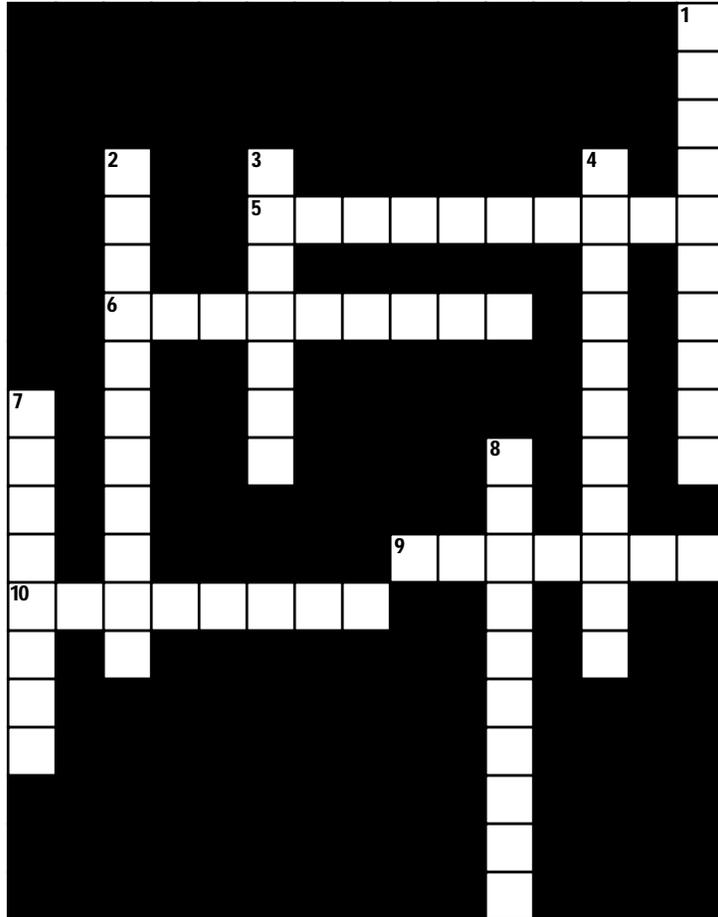
- admissible contentious convertible desirous furious
 harmonious lovable outrageous reliable vivacious

Across

5. shocking, offensive
 6. lively, spirited
 9. filled with extreme anger
 10. dependable

Down

1. acceptable, allowable
 2. transformable
 3. endearing
 4. quarrelsome
 7. wanting, longing for
 8. agreeable, pleasing to the ear



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Spelling Power

Lesson 16: Verb Suffixes

Word Bank

brighten	evaporate	marinate	mortify	orchestrate
pacify	solidify	strengthen	vaccinate	vilify

Key Concepts

A verb suffix changes a word or word part into a verb. The suffix *-fy* means “to make.” As verb suffixes, *-ate* and *-en* can mean “to make” or “to become.”

- The suffix *-ate* is usually added to the last consonant of the word root or word, as in *evaporate*, *marinate*, *orchestrate*, and *vaccinate*. (Note that the final vowel has been dropped from *marine*, *orchestra*, and *vaccine*.)
- The suffix *-en* is added to adjectives and nouns to create their verb forms, as in *brighten* and *strengthen*.
- When the suffix *-fy* is added to a word root ending in a consonant, the vowel *i* is added before the suffix, as in *mortify*, *pacify*, and *solidify*.
- If the word root ends in a silent *e*, the *e* is replaced with *i* before *-fy* is added, as in *vilify*.

Spelling Practice

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

- | | | | | | |
|----------------|------------|-------------|--------------|--------------|------------|
| 1. evaporayte | pacify | 5. solidify | orchestrayte | 8. solidafy | evaporate |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. orchestrate | vaccineate | 6. mortafy | strengthen | 9. vaccinate | strengthin |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 3. mortify | marinayte | 7. vilify | brightan | 10. marinate | villafy |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 4. pasify | brighten | | | | |
| _____ | _____ | | | | |

Spelling in Context

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

- Emily was tired of her little sister's screaming, so she gave her sister a snack to _____ her.
- Jose asked the veterinarian to _____ his dog against rabies.
- The politician was tempted to _____ his opponent, a man he greatly distrusted.

LESSON 16 continued

4. The governor hoped that a series of media appearances would help to _____ public support.
5. The embarrassing comments would _____ Jesse if he heard them.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

For their anniversary, Larry decided to brightin his wife's day by preparing a delectable dinner. He planned to orchestrait the entire meal, from appetizers through dessert. For the main course, he thought he would marineate a leg of lamb, using a special family recipe. The secret was to let the sauce evaporeate entirely, allowing the remaining herbs to strenghin the flavor of the lamb. The dinner proved to be a great success.

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

Spelling Application

Listed below are five additional words that fit the patterns you have learned. Build a word pyramid by following the code below the pyramid. Then complete the patterns that follow.

heighten lighten sanctify validate venerate

CODE

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

1. Pattern 1: The suffix *-ate* is added to the word or word root.

2. Pattern 2: The suffix *-en* is added to nouns.

3. Pattern 3: When the word ends in a consonant, add *i* before *-fy*.

			g		t		
	12	7		14		9	24
			g		t		
14	9	7		14		9	24
				t			
15	11	24	23		7	2	25
						t	
20	11	12	7	16	11		9
						t	
20	9	24	9	22	11		9

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Spelling Power

Unit 4 Review

Lessons 13–16

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

1. With the continuing rain, the floodwaters are unlikely to be in remision. _____
2. My brother thinks that the ficticious land of Oz is real. _____
3. I like to marineate chicken in a lemon and tarragon sauce before I barbecue it. _____
4. The thought of performing on stage used to paralyze me with fear. _____
5. The health clinic hoped to vaccineate the elderly residents against the flu. _____
6. Listening to Julie sing her soothing lullabies seems to pacafy the child. _____
7. Ben demanded an immediate retractision of the charge. _____
8. The principal asked Luisa to devize a plan for student registration. _____
9. Kieran's error was so grievous that he could not forget it. _____
10. The little girl was almost delireous with joy at the reunion with her cousins. _____

Read each statement below about how to add a suffix to a word root. On the lines provided, write the word spelled correctly and tell whether the statement is correct or incorrect.

- | | | |
|--|--|--|
| <p>11. To add <i>-fy</i> to <i>vile</i>, replace the silent <i>e</i> with <i>i</i>.</p> <p>_____</p> <p>_____</p> | <p>13. To add <i>-ian</i> to <i>statistic</i>, replace the <i>c</i> with <i>t</i>.</p> <p>_____</p> <p>_____</p> | <p>15. To add <i>-ize</i> to <i>sterile</i>, keep the final <i>e</i> of the word root.</p> <p>_____</p> <p>_____</p> |
| <p>12. To add <i>-ier</i> to <i>brigade</i>, keep the <i>e</i> before adding the suffix.</p> <p>_____</p> <p>_____</p> | <p>14. To add <i>-ize</i> to <i>idol</i>, make no change in the base word.</p> <p>_____</p> <p>_____</p> | |

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

- | | | |
|--|--|--|
| <p>16. materialist materialest</p> <p>_____</p> | <p>18. mortafy mortify</p> <p>_____</p> | <p>20. divisable divisible</p> <p>_____</p> |
| <p>17. fossilise fossilize</p> <p>_____</p> | <p>19. comprise comprize</p> <p>_____</p> | |

Spelling Power

Proofreading Application

Lessons 13–16

Read the magazine article below. Find the twenty misspelled words and circle them. Then write the correct spelling for each word on the lines below the article.

The Launch of a Candidacy

When Nicholas Taylor first discussed his plans to run for national office, some news commentators joked that his vanity had taken over his usual good sense.

Given his opponent's lead in the early polls, his colleagues wondered what Nick could do to galvanise the public's interest in him. He reminded them about the frailty of early leads. Nick told them that his opponent had not really begun to solidafy her support with either the public or the press. He added that her good standing in the polls could evaporeate in a flash. Finally he said that his desire to run was the culminasion of years of public service.

Nick's major impedimint to success was his lack of experience running a national campaign. He was sensible enough to recognize his need for expert help. He hired Jeri Carlin, one of the country's top political advisers, to orchestrait his campaign.

Jeri insisted that Nick authorise her to develop a series of media appearances that would quickly measure his support. She said that it would be advantagous for Nick to meet often with media representatives as his courtous manner and graceous charm would win the support of journalists.

To get across the message that Nick was the best candidate for the office, they decided first to emphasise his laudible record in serving the public for more than thirty years, a record compareable to none. Then they would outline his programs to revitalyze several failing industries and to strengthan both defense readiness and educational opportunities. They would condemn the avarace of those who wanted to take from the country without giving back.

Within weeks they were celebrating. Nick's popularity rose, and prospects for a successful campaign began to brightin.

- | | |
|-----------|-----------|
| 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: The Word Roots *cede/ceed/ces* and *cept/ceive*

Word Bank

cede	conceptual	intercede	perceive	preceding
recede	receptacle	secession	succession	unexceptionable

Key Concepts

Word roots contain the basic meanings of words. Some word roots, such as *cede*, can stand alone. Others need prefixes and/or suffixes to function as complete words. Recognizing the word roots *cede/ceed/ces* and *cept/ceive* can help you understand and spell many words.

- The Latin word root *cede/ceed* means “to yield, withdraw, go” and is pronounced \sɛd\. The word root *cede* is used in words such as *intercede* and *recede*. If a vowel suffix is added to a word ending in *cede*, the final *e* is dropped, as in *preceding*. The word root *ceed* is used in only a few words, such as *exceed*, *proceed*, and *succeed*.
- The word root *ces* is a variation of *cede/ceed*. It is found in nouns and adjectives such as *secession* and *succession*.
- The word root *cept/ceive* means “take,” as in *conceptual*, *perceive*, *receptacle*, and *unexceptionable*. If a vowel suffix is added to a word ending in *ceive*, the final *e* is dropped, as in *inconceivable*. Note that the *ceive* root changes to *cept* before *-ion*, as in *perception*.

Spelling Practice

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

- | | | |
|------------------------------------|--|--------------------------------------|
| 1. secession
secession
_____ | 5. unexseptionable
unexceptionable
_____ | 8. interceed
intercede
_____ |
| 2. recede
receed
_____ | 6. succession
sucession
_____ | 9. conceptual
conseptual
_____ |
| 3. perceeve
perceive
_____ | 7. reseptacle
receptacle
_____ | 10. preceding
preceeding
_____ |
| 4. cede
ceed
_____ | | |

LESSON 17 continued

Spelling in Context

Use context clues to determine which word from the Word Bank fits in each blank. Write the correct words on the lines.

The advertising manager was usually able to (1) _____ her clients' preferences, but this account had her baffled. Over the past few weeks she had devised a (2) _____ of advertising campaign strategies. The client rejected every one of her (3) _____ designs for the promotion of the company's newly designed recycling waste (4) _____. With each rejection, she felt her enthusiasm for the project (5) _____.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Despite the efforts of the preceeding president to interceed on behalf of the group's new president, two-thirds of the longtime members were threatening sesetion. They did not think that the new president was unexceptionable and feared that the group's reputation would be damaged under his leadership. The veteran members were ready to form their own group and refused to ceed any authority to the new president.

- | | | |
|----------|----------|----------|
| 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.

acceding	concession	deceptive	exceeding	excessive
inception	inconceivable	intercept	proceeding	procession

- | | | | |
|-------------------|-------|---------------|-------|
| 1. geixendec | _____ | 6. sevxeeisc | _____ |
| 2. celivnochbaeni | _____ | 7. pveeitecd | _____ |
| 3. npinotice | _____ | 8. nocsicoens | _____ |
| 4. decagnic | _____ | 9. sreproosci | _____ |
| 5. grnpoidece | _____ | 10. ttcirneep | _____ |

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Spelling Power

Lesson 18: Prefixes with a Single Meaning

Word Bank

coexist	cohesion	extracurricular	interface	misgiving
noncommittal	perceive	posthumous	predecessor	subordinate

Key Concepts

Prefixes are placed at the beginnings of words or word parts. Prefixes usually change the meaning of the original word or word part but do not affect its spelling. Many prefixes have only one meaning. Learning these prefixes can help you to define and spell words that contain them.

- The prefix *per-* means "through, throughout, completely," as in *perceive*.
- The prefix *com-* means "together, jointly, with." It has several spellings (including *co-*, *col-*, *con-*, and *cor-*), depending on the word or word part that it precedes. For example, *com-* is used before word parts that begin with the letters *m*, *p*, or *b*, as in *communal*. The prefix *co-* is used before vowels and the letters *h* and *w*, as in *coexist* and *cohesion*.
- The prefix *extra-* means "outside of," as in *extracurricular*.
- The prefix *inter-* means "between, among," as in *interface*.
- The prefix *mis-* means "wrong," as in *misgiving*.
- The prefix *non-* makes a word negative, as in *noncommittal*.
- The prefix *post-* means "after," as in *posthumous*.
- The prefix *pre-* means "before," as in *predecessor*.
- The prefix *sub-* means "under," as in *subordinate*.

Spelling Practice

Decide which prefix should be added to make a word. Then write the complete word on the line.

- | | | |
|---------------------------------------|---|---------------------------------------|
| 1. (extra, sub) + ordinate =
_____ | 5. (extra, mis) + curricular =
_____ | 8. (post, pre) + decessor =
_____ |
| 2. (co, post) + hesion =
_____ | 6. (pre, post) humous =
_____ | 9. (co, per) + exist =
_____ |
| 3. (sub, mis) + giving =
_____ | 7. (per, inter) + face =
_____ | 10. (non, mis) + committal =
_____ |
| 4. (per, inter) + meate =
_____ | | |

Spelling in Context

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

- The species surprised scientists by their ability to _____.
- As Mona's _____, I must follow her instructions.

LESSON 18 continued

3. A person playing chess against a computer is an example of a human-machine _____.
4. Craig was _____ about attending the party.
5. Sara made sure to list her _____ activities on her college applications.

Proofreading Practice

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

Many people were shocked at the untimely death of Richard Calloway, Springwater's chief of police. At his funeral, his predecessor, retired Chief Michael Hadley, noted Calloway's efforts to promote cohesion among fellow officers despite their misgivings about working together. Chief Hadley recommended that a posthumous award be given to Chief Calloway in recognition of the many ways he had been able to percieve and meet the needs of the Springwater community.

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

Spelling Application

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

communal constancy miscast prenatal submission

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

1. Pattern 1: Prefix means "before" _____
2. Pattern 2: Prefix means "with" _____
3. Pattern 3: Prefix means "under" _____
4. Pattern 4: Prefix means "wrong" _____

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Spelling Power

Lesson 19: Prefixes with More than One Meaning

Word Bank

adhesion	alleviate	amoral	disregard	embark
immortalize	inconsistent	rekindle	transcend	unnerve

Key Concepts

Some prefixes have more than one meaning. Learning these prefixes can help you correctly define and spell words that contain them. Try to visualize these words as you learn to spell them.

1. The prefix *ad-* can mean "toward, to," as in *adhesion*, or "near, adjacent to" as in *adjoin*. When *ad-* is added to some words or word parts, the spelling of the prefix changes to create a double consonant. It may be spelled *ac-*, *af-*, *ag-*, *al-*, *ap-*, *as-*, or *at-*, as in *ad + leviate = alleviate*.
2. The prefix *a-* can mean "without," as in *amoral*, or "in the act or process of," as in *awake* and *arise*.
3. The prefix *dis-* can mean "opposite of," as in *disregard* and *distrust*, or "not," as in *distrustful*.
4. The prefix *em-* (or *en-*) can mean "to get on," as in *embark*, or "to provide with," as in *empower*.
5. The prefix *in-* can mean "not," as in *inconsistent*, or "into, toward," as in *investigate*. The spelling changes to *im-* before words or word parts that begin with *m*, *p*, or *b*, as in *immortalize*. The prefix *in-* becomes *ir-* before words or word parts that begin with *r*, as in *irreversible*.
6. The prefix *re-* can mean "again," as in *rekindle*, or "back," as in *reflect*.
7. The prefix *trans-* means "across, beyond," as in *transcend* and *transatlantic* or "through," as in *translucent* and *transparent*.
8. The prefix *un-* means "not" as in *unglue*, or "opposite of," as in *unnerve*.

Spelling Practice

Add the prefix indicated, and write the word on the line.

- | | |
|-------------------------------|-----------------------------|
| 1. in + mortalize =
_____ | 6. em + bark =
_____ |
| 2. dis + regard =
_____ | 7. ad + leviate =
_____ |
| 3. a + moral =
_____ | 8. re + kindle =
_____ |
| 4. in + consistent =
_____ | 9. ad + hesion =
_____ |
| 5. un + nerve =
_____ | 10. trans + cend =
_____ |

LESSON 19 continued

Spelling in Context

Using the words from the Word Bank, write the word that is described in each phrase on the line provided.

- 1. to pay no attention to something _____
- 2. unconcerned about ethics _____
- 3. not following a pattern _____
- 4. to cause something to live forever _____
- 5. condition demonstrated by two objects that are firmly attached to each other _____

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

Although the thought of the disaster began to unnerve them, the rescuers were ready to embark on an aggressive campaign to help adleviate the suffering of those affected by the flood. The tension sparked arguments among the members of the group, but they were able to transend their differences. They knew that if they were going reekindle hope in the lives of the victims, they needed to present a united front.

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

Spelling Application

Build a word pyramid. Using the code below the pyramid, select the letter that belongs on each line. Then write the five words on the lines below the code.

atypical disjoin irreversible transition unparalleled

CODE

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

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

			d	i	s							
						7	21	22	12			
		a										
			6	16	26	22	19	9	3			
		t	r	a	n	s						
						22	6	22	21	12		
	u	n										
			26	9	10	9	3	3	23	3	23	2
	i	r										
			10	23	13	23	10	17	22	15	3	23

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Spelling Power

Lesson 20: Homonyms

Word Bank

bouillon/bullion chic/sheik hew/hue hoard/horde peal/peel

Key Concepts

Homonyms are words that sound alike but are spelled differently and have different meanings. There are no spelling patterns to follow for homonyms. By studying the word pairs and definitions, you can master their spelling.

- | | |
|--|--|
| <p>1. <i>bouillon</i>: a broth or soup
<i>bullion</i>: bars of gold, silver, or other metal</p> <p>2. <i>chic</i>: stylish, fashionable
<i>sheik</i>: an Arab leader</p> <p>3. <i>hew</i>: to cut with a heavy instrument
<i>hue</i>: a gradation of a color</p> | <p>4. <i>hoard</i>: to store up supplies
<i>horde</i>: a mass of people</p> <p>5. <i>peal</i>: to ring bells; the ringing of bells
<i>peel</i>: the skin or outer layer; to remove the skin or outer layer</p> |
|--|--|

Spelling Practice

Write the correct homonym from the Word Bank to replace each capitalized word.

1. She was always incredibly **STYLISH**. _____
2. He woke up when he heard the church bells **RING**. _____
3. John ate his **SOUP** while watching television. _____
4. That is a lovely blue **SHADE**. _____
5. He keeps gold **BARS** in his shed. _____
6. In his last movie, he played a **LEADER** from Saudi Arabia. _____
7. I almost slipped on the banana **SKIN**. _____
8. I felt suffocated by the **CROWD** of people. _____
9. The woodsman began to **CUT** the tree. _____
10. I will try not to **STORE** all the supplies in my desk. _____

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LESSON 20 continued

Spelling in Context

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

1. The gold _____ was delivered to the bank by a convoy of armored trucks.
2. The recipe calls for a teaspoon of grated orange _____.
3. The lumberjack sharpened his ax before attempting to _____ the logs.
4. Expecting a disaster, the family planned to _____ emergency supplies.
5. To mark the town's centennial, the mayor asked that the church bells _____ at noon.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write each correct word on a line below the paragraph.

The partygoers at the gala celebration were quite excited to see the chic arrive with his bodyguards. He instantly attracted a hoard of people eager to meet him. They listened to his every word, trying to appear sheik and influential. He had no time to notice the decorations, which were all a green hew he was said to prefer. Although the food at the party was elaborate, the sheik preferred to sip a cup of beef bullion and nibble on some crackers.

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.

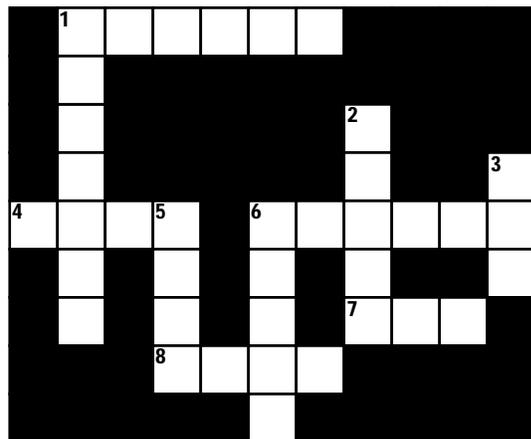
- balm/bomb callous/callus maize/maze manner/manor rye/wry

Across

1. thickened skin
4. an explosive device
6. way of acting
7. a type of bread
8. a network of passageways

Down

1. inconsiderate
2. house on an estate
3. clever or ironic
5. something that soothes
6. corn



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Spelling Power

Unit 5 Review

Lessons 17–20

In each of the following sentences, find the incorrect or misspelled word and circle it. Then write the correct word on the line.

1. We were entertained by the succe~~s~~tion of fancy floats in the parade. _____
2. The governor had a strong subgiving about the outcome of the election. _____
3. Marci does not have much time for intercurricular activities. _____
4. The losing candidate refused to ceed to his opponent. _____
5. Please sort your trash and place all glass bottles in the proper reseptacle. _____
6. Several states voted for secetion in hopes of establishing a new country. _____
7. Makers of Mighty Glue boasted about the superior exhesion qualities of their product. _____
8. After Mrs. Morris died, the committee voted to give her a prehumous award. _____
8. The young recruits were reluctant to imbark on such a dangerous mission. _____
10. The manager delegated much of the work to her extraordinate. _____

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

- | | | |
|------------------------------|--------------------------|----------------------------|
| 11. receed recede | 13. amoral ammoral | 15. transcend adccend |
| _____ | _____ | _____ |
| 12. extraface interface | 14. emnerve unnerve | |
| _____ | _____ | |

Use context clues to determine which homonym correctly completes the sentence. Then write the word on the line provided.

- | | | |
|---|--|---|
| 16. <i>bullion</i> or <i>bouillon</i> | 18. <i>peel</i> or <i>peal</i> | 20. <i>hew</i> or <i>hue</i> |
| The cook added a _____
cube to the stew to give it more
flavor. | Everyone knew the ceremony was
over when they heard the _____ of
the church bells. | She searched through the paint
samples to find the right _____ to
match the blue of the curtains. |
| 17. <i>hew</i> or <i>hue</i> | 19. <i>peel</i> or <i>peal</i> | |
| The lumberjack used a large ax to
_____ the
tree into lengths. | You need to _____ off
the label backing so that the label
sticks to the package. | |

Spelling Power

Proofreading Application

Lessons 17–20

Read the newspaper article below. Find twenty misspelled or incorrectly used words and circle them. Then write the word correctly on the lines below the article.

World's Wealthiest Man Aids the Impoverished

Chic Abdul Khali, president of the Foundation for Charitable Works, announced today that Walter Rafferty has donated fifty million dollars in gold boullion to the foundation. Much of the money will be used to build houses for the homeless and to help health professionals preceive where care is needed for uninsured children.

Many insiders question the spirit in which Rafferty bestowed the gift, given his unconsistent record in supporting causes that would alleviate human suffering. Some regard this impressive donation as an attempt by Rafferty to immortalize himself as a notable benefactor to the world. Others were noncommittal regarding Rafferty's generosity.

Khali was quick to disregard the negative opinions and interceed on behalf of Rafferty. "Walter Rafferty has graciously decided not to horde his wealth, but to share it. He is hoping that his large donation will reekindle a desire among other fortunate people to contribute to worthy causes. His character is unexseptionable."

When accepting the donation, Khali gratefully acknowledged the work of his preddecessor, Grayson Collins, for initiating contact with Rafferty. He also praised the comhesion of efforts of Collins and the preceeding development staff who had worked to foster a good relationship with Rafferty.

In a statement released today, Rafferty said that he felt increasingly uneasy that the hoard of poor struggles to conexist with the few whose primary interest seems to be expensive, sheik clothing. His plan, still conceptual, will challenge many wealthy peers to do more good works.

"I perceive," he said, "the possibility of narrowing the gap between the rich and the poor. I have no missgivings about this project."

- | | |
|-----------|-----------|
| 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: Spelling Through Word Analysis

Word Bank

decentralize	disjointed	incomparable	misconception	overreaching
preoccupied	reclaiming	uncertainty	unhygienic	unprincipled

Key Concepts

You can learn to spell and define many words through word analysis—breaking words into basic parts. A word can have three parts: a prefix, a word root, and a suffix. Each word must contain a word root. Recognizing word parts will help you apply spelling patterns.

- Prefixes change the meaning of the word root to which they are attached, as in *decentralize*, *disjointed*, *overreaching*, *reclaiming*, *unprincipled*.
- Suffixes usually indicate parts of speech. They do not usually change the meaning of the word root, as in *misconception*, *preoccupied*, *uncertainty*.
- To analyze a word with both a prefix and a suffix, separate the word into parts and think about the meaning of each part. For example, *incomparable* (not able to be compared) consists of the prefix *in-* (not), the word root *compare* (to represent as similar), and the suffix *-able* (able to). The word *unhygienic* (not having conditions that promote health) consists of the prefix *un-* (not), the word root *hygiene* (conditions or practices that promote health), and the suffix *-ic* (an adjective suffix).

Spelling Practice

Combine each word root with the prefix and suffix in parentheses. Then write the new word on the line provided.

- occupy + (pre, ed) = _____
- central + (de, ize) = _____
- hygiene + (un, ic) = _____
- reach + (over, ing) = _____
- compare + (in, able) = _____
- principle + (un, ed) = _____
- claim + (re, ing) = _____
- joint + (dis, ed) = _____
- concept + (mis, ion) = _____
- certain + (un, ty) = _____

Spelling in Context

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

- The mayor decided to _____ the agency, setting up branch offices across the city.
- The _____ star of my school's track team has not lost a race in four years.
- Despite good intentions, Jim has always approached a task with _____, not trusting his own ability to complete a job.
- Carla announced that she was interested in _____ the senate seat that she gave up last year.
- The hikers' living conditions were _____ because the local streams were polluted.

Spelling Power

Lesson 22: Syllabication

Word Bank

crucial	crumpet	diatribe	estimation	malleable
newsprint	occupancy	perpetual	pretense	prevalent

Key Concepts

When you are unsure of how to spell a multisyllable word, sound it out. Say the word aloud slowly. Notice how it breaks naturally into parts called syllables. Each syllable will have a single vowel sound.

Beginning with the first syllable of a word, you can spell the syllables individually until you have spelled the entire word. This process can help you learn and remember how to spell words. It is only one aid to spelling, however. Here are some patterns to follow when sounding out syllables.

- Compound words usually break into the words of which they are composed, as in *news-print*.
- Affixes—prefixes and suffixes—usually form separate syllables; for example, *es-ti-ma-tion*.
- A new syllable usually begins after a long vowel sound, as in *crucial*, and *oc-cu-pan-cy*.
- A single vowel sound may form a syllable, as in *di-a-tribe*.
- A syllable with a short vowel usually ends with the consonant that follows the short vowel. Examples include *crum-pet*, *es-ti-ma-tion*, and *per-pet-u-al*.

Spelling Practice

In each set below, find the word whose meaning is close to the meaning of the capitalized word. Then write the correct word on the line.

- | | | | |
|-----------------|------------|-----------|-------|
| 1. CRITICISM | diatribe | crucial | _____ |
| 2. TEA MUFFIN | newsprint | crumpet | _____ |
| 3. POSSESSION | perpetual | occupancy | _____ |
| 4. COMMON | prevalent | malleable | _____ |
| 5. NECESSARY | crumpet | crucial | _____ |
| 6. GUESS | estimation | pretense | _____ |
| 7. PLIABLE | malleable | occupancy | _____ |
| 8. ALWAYS | prevalent | perpetual | _____ |
| 9. MAKE-BELIEVE | pretense | diatribe | _____ |
| 10. PAPER | estimation | newsprint | _____ |

LESSON 22 continued

Spelling in Context

Using words from the Word Bank, write the word that is defined in each phrase.

- 1. a prolonged scolding _____
- 2. lasting forever _____
- 3. able to be shaped _____
- 4. low-grade paper _____
- 5. an unsupported claim _____

Proofreading Practice

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

There are few things I like more for Sunday brunch than a delicious crumppet served with home-made preserves. In my estamation, the finest in the area can be found at Bonnie's Country Diner. Bonnie has avoided the error, so prevallent at other diners, of adding too much sugar or cinnamon to her batter. She knows the cruccial element is the way the crumppet brings out the flavor of the topping. Based on the high ocupancy at Bonnie's every Sunday morning, I'm far from alone in my praise of Bonnie's masterpieces.

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

Spelling Application

Listed below are five additional words that fit the patterns you have learned. Find them in the word maze and circle them. Then write the words on the lines provided.

clientele closure hotbed illiterate inventory

- 1. _____ e c l o s u r e a r
- 2. _____ o m n f i c o t a s
- 3. _____ l r q e n p l a e k
- 4. _____ i z i d v o p r d m
- 5. _____ g c l i e n t e l e
- _____ s u u b n a b t f w
- _____ h h w p t t b i g u
- _____ l t d k o l w l o n
- _____ m l d h r g s l p q
- _____ i g l a y r o i r x

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Spelling Power

Lesson 23: Dictionary Use

Word Bank

chasm	coalition	disperse	fulfill	gaunt
obscure	ode	patriarch	pungent	rhapsody

Key Concepts

Many words are easy to find in a dictionary. Others require you to try the various spelling patterns you've learned, such as remembering that many words begin with silent letters, double letters, or letters that can represent more than one sound. Recalling the following spelling patterns will help you find words in the dictionary. Try to visualize these words as you learn to spell them.

- The letter *h* is often silent when it follows another consonant, as in *rhapsody*. When an *h* follows a *c*, the *ch* combination may stand for the \k\ sound, as in *chasm* and *patriarch*. At other times, the *ch* stands for the \ch\ sound in *church* and *cheerful*.
- The letter *c* by itself also stands for different sounds including the \k\ sound in *coalition*, the \s\ sound in *city*, and \ky\ sound in *obscure*.
- The letter *g* can have the soft sound \j\, as in *pungent*, or the hard sound \g\, as in *gaunt*.
- Double letters usually are sounded only once, as in *fulfill*.
- Remember that an *e* at the end of a word is often silent, as in *disperse* and *ode*.

Spelling Practice

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

- | | | |
|----------------------------------|---------------------------------|-----------------------------------|
| 1. obscure
pungent
_____ | 5. obskure
disperse
_____ | 8. pungent
gount
_____ |
| 2. oad
chasm
_____ | 6. fulfill
khasm
_____ | 9. dispers
rhapsody
_____ |
| 3. rapsody
coalition
_____ | 7. koalition
ode
_____ | 10. fullfil
patriarch
_____ |
| 4. gaunt
patriarc
_____ | | |

LESSON 23 continued

Spelling in Context

Find and circle the misspelled word in each of the following sentences. Then write the correct spelling on the line.

1. The new prime minister tried to reform the government with support from a coalision of parties. _____
2. After the concert and the fireworks, the crowd began to dispurse. _____
3. Although he loved the main course, its punjent flavor had Brendan asking for frequent refills of water. _____
4. Morgan was not happy when her car broke down on the suspension bridge over the deep casm. _____
5. Next fall Faith will fullfil her dream of attending college. _____

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 family gathered Sunday to celebrate our patriarc's ninetieth birthday. Aunt Charlotte recited an oade she had written in honor of Grandpa's birthday. Then Cousin Bill played Grandpa's favorite rapsady on the grand piano. The big surprise came when an obscure old man who had been sitting in the back came forward to make a toast. As we soon discovered, the gaunte and wrinkled man was Grandpa's best childhood friend, who had not seen Grandpa since high school.

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

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.

abode	cellular	charisma	curator	ensemble
gauze	llama	porcupine	rhinoceros	tangerine

- | | | | |
|---------------|-------|--------------|-------|
| 1. eiuorppcn | _____ | 6. llarulce | _____ |
| 2. deaob | _____ | 7. uazge | _____ |
| 3. nmeesleb | _____ | 8. greenniat | _____ |
| 4. srocinreoh | _____ | 9. rorutac | _____ |
| 5. amlal | _____ | 10. rhimasac | _____ |

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Spelling Power

Lesson 24: Words from Other Languages

Word Bank

alfresco	à la carte	coiffure	kaput	mishmash
prima donna	rapport	repertoire	smorgasbord	wanderlust

Key Concepts

The English language is rich with words and phrases from other languages that have become a part of our own. These words can cause spelling problems, however. In many cases, you will not be able to rely on English spelling patterns to help you determine the spelling of a foreign word or phrase. It is best to commit the spelling of these words to memory. Try to visualize these words as you study them.

- Words and phrases that come from French include *à la carte* (according to a menu that prices items separately), *coiffure* (hairstyle), *rapport* (harmony), and *repertoire* (plays and songs ready to perform). Note that the \wä\ sound in many French words is often spelled *oi*, as in *coiffure* and *repertoire*. You may see *à la carte* spelled *a la carte*; the French accent is sometimes omitted.
- The German word *kaput* means “utterly destroyed” or “out of order.” *Wanderlust*, another German word, means “itch to travel” or “passion for traveling.”
- We use the Italian word *alfresco* (which may sometimes be spelled *al fresco*), which means “outdoor” or “outdoors.” Another Italian term we have borrowed is *prima donna*, which means “principal woman singer.”
- The Swedish *smorgasbord* is a “buffet offering a variety of dishes.”
- A combination of Middle English and Yiddish (a language spoken by many European Jews) has given us the word *mishmash*, which means “hodgepodge.”

Spelling Practice

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

1. ala cart prima donna 3. kaputt wanderlust 5. mishmush rapport

2. cwaffure smorgasbord 4. repetoire alfresco

Spelling in Context

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

- Jerry wanted his guests to enjoy dinner à la fresco. _____
- Sharon’s first homemade pie was caput when it baked too long. _____
- The prima dona earned a standing ovation from the audience. _____
- Preparing a smorgisbord for the prom was an immense chore. _____
- The raporte between Andi and her mother is enviable. _____

LESSON 24 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spelling for each word on the lines below the paragraph.

I had been working too hard for too long. In a moment of wonderlust, I decided to take two weeks off and drive across the country. I invited my new neighbor to join me. We threw a mishmush of clothing and music into the car and then headed off. At first we had a great time; we had a great raporte. However, somewhere across a flat stretch of Kansas, we had each run through our repetoire of jokes and stories. From then on, our situation became increasingly tense. By the time we got back, our friendship was not only strained, it was capoot. Was I ever glad to return to work!

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

Spelling Application

In the puzzle below you will find five additional words borrowed from other languages. Build a word pyramid following the code. Then write the words on the lines below the pyramid.

angst cabaret entourage rapier zucchini

CODE

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

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

			a	n					
						19	25	6	
				a					
		18			4	7	5	18	
			a		a				
		17		10		18	5	6	
							n		
		22	13	17	17	26	7	7	
			n				a		
		5		6	23	13	18	19	5

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Spelling Power

Unit 6 Review

Lessons 21–24

Complete each sentence with the correct word or phrase from the Word Banks in the four preceding lessons.

1. Ordering her meal _____ made it easier for Cheryl to have exactly what she wanted for dinner.
2. The chairman's decision to _____ the business allowed local managers to have more control.
3. A recent poll of alumni listed the _____ choice for the college reunion as an outdoor picnic.
4. A(n) _____ of fans and media representatives convinced the team not to move to another city.
5. Ms. Porter taught children who showed _____ behavior to respect the rights of others.
6. My closet is a(n) _____ of styles, patterns, and colors.
7. Because Suellen left out _____ information, the group made an unwise decision.
8. Every fall I tend to get a severe case of _____ and pack my suitcase for a new and exciting destination.
9. Joanne was thrilled when she was given the opportunity to _____ her dream of becoming a teacher.
10. Norm's report on Herbert Hoover was _____; it lacked cohesion.

Read each statement below about word analysis, syllabication, dictionary use, or words from other languages. First identify each statement as correct or incorrect. Then write the sample word correctly.

- | | | |
|---|---|--|
| <p>11. Words are divided into syllables between vowels only when the vowels are pronounced separately, as in <i>di-a-tribe</i>.</p> <p>_____</p> <p>_____</p> | <p>13. When two consonants fall between two vowels, the division into syllables comes after the double consonants, as in <i>mall-eable</i>.</p> <p>_____</p> <p>_____</p> | <p>15. Prefixes do not change the meaning of the root to which they are attached, so <i>unhygienic</i> means "hygienic."</p> <p>_____</p> <p>_____</p> |
| <p>12. The <i>\wä\</i> sound in many French words is often spelled <i>oi</i>, as in <i>coiffure</i>.</p> <p>_____</p> <p>_____</p> | <p>14. Always pronounce the letter <i>h</i> when it follows <i>c</i>, as in <i>chasm</i>.</p> <p>_____</p> <p>_____</p> | |

Using the words from the four preceding Word Banks, write the word that is defined by each phrase.

- | | |
|---|--------------|
| <p>16. acting beyond one's abilities or authority</p> | <p>_____</p> |
| <p>17. to scatter; to disseminate</p> | <p>_____</p> |
| <p>18. possessing or residing in or on something</p> | <p>_____</p> |
| <p>19. sharp and stimulating to the senses</p> | <p>_____</p> |
| <p>20. utterly destroyed; useless</p> | <p>_____</p> |

Spelling Power

Proofreading Application

Lessons 21–24

Read the restaurant review below. Find the twenty misspelled words and circle them. Then write the correct spelling for each word on the lines below the review.

Eating Out: Sole for the Music

When Art and Sole first opened its doors fifty years ago, it quickly developed a reputation as an elegant restaurant determined to challenge the misconception that English cuisine had neither flair nor style. As long as its founder, Edward Smythe-Jones, was in charge, the restaurant succeeded. However, over the years, Smythe-Jones became preoccupied with family and friends.

The menu, once incompareable to any other in town, became ordinary at best. The new owners failed to maintain the quality, and the restaurant was in prepetual decline. Eventually it became little more than a fish-and-chips joint where the sole was served with no more flair than if it had been bought wrapped in newssprint from the local street vendor. And if you made the mistake of ordering a crumpeppet to go with your meal, you would find it to be barely edible. Any pretens of quality dining was fully shattered. The restaurant's early reputation had become an obskure footnote to local dining history.

Now Smythe-Jones and family have returned, and Art and Sole is back, reclaiming its position as one of the finest restaurants in town. One son, now an interior designer, has directed a remodeling that includes waterfalls and trees—thus creating a sense of dining allfresco. Musicians and writers take the stage. You might enjoy a delicious appetizer while a pianist plays a Gershwin rapsady. While selecting dinner from the shmorgassbord or ordering ala carte, diners may hear a local writer recite an oade.

Stay into the wee hours for the glorious singing of Smthye-Jones's daughter Monica, a premadona who has retired from the world stage. Her repetoire of songs ranges from early composers such as Purcell and Morley to contemporary writers such as John Lennon. Her raporte with the diners is pure joy.

Overseeing the restaurant is the patriark of the family, Edward Smythe-Jones. Don't let his gante appearance mislead you. Edward remains at the top of his craft. In my estimasion, you cannot do better than to add an evening of Art and Sole to your life.

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

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Spelling Power

Lesson 25: Common Greek Word Roots

Word Bank

antipathy	archaeological	asterisk	bibliophile	chronology
gyroscope	logistics	monologue	oligarchy	telecommunication

Key Concepts

A word root is the part of a word that carries its basic meaning. A complete word may contain one or more word roots, sometimes with prefixes or suffixes attached. Many word roots come from Greek. Knowing these word roots and their meanings will help you spell, define, and pronounce the English words that contain them.

- Here is a list of several Greek word roots and their meanings.

arch = first; chief; ancient

aster = star

bibli = book

chron = time

gyr = round

log = word, reason

mon = one, single

olig = few

path = feel, suffer

phil = love

scope = see, perceive

tele = far, distant

- The spelling of a word root is often changed when it is combined with another word root to form a word.

bibli + phil = bibliophile

gyr + scope = gyroscope

mon + log = monologue

- The addition of a *y* usually creates a noun: *-logy* means "science or study of"; *-archy* means "rule or government."

chron + log = chronology

olig + arch = oligarchy

- Sometimes a prefix or a suffix is added to a word root or to a combination of word roots to form a new word.

anti + path = antipathy

aster + isk = asterisk

arch + log + ic + al = archaeological

log + ist + ic + s = logistics

- A word root is often added to an existing word to form a new word.

tele + communication = telecommunication

Spelling Practice

In each case below, combine the word roots and/or word parts as indicated and write the new word.

- anti + path =

- chron + log =

- log + ist + ic + s =

- arch + log + ic + al =

- aster + isk =

- mon + log =

- bibli + phil =

- tele + communication =

- gyr + scope =

- olig + arch =

Spelling Power

Lesson 26: Common Latin Word Roots

Word Bank

append	credibility	fidelity	invaluable	pensive
simulate	subversive	tenacity	transcribe	verity

Key Concepts

Many English words contain Latin word roots. Knowing common Latin word roots and their meanings can help you remember the definitions and spellings of English words that contain the Latin word roots.

- Here is a list of several Latin word roots and their meanings. These word roots may appear in slightly different forms.

<i>cred</i> = believe	<i>ten</i> = hold
<i>fid</i> = faith	<i>trans</i> = across
<i>pend</i> = hang	<i>val</i> = worth
<i>pens</i> = weigh	<i>ver</i> = truth
<i>scribe</i> = write	<i>vers/vert</i> = turn
<i>sim</i> = like	
- In some cases, one or more suffixes are added to a Latin word root to form a word, as in *credibility*, *fidelity*, *pensive*, *simulate*, *tenacity*, and *verity*.
- In other cases, a prefix is added to the word root to form a word, as in *append*.
- Sometimes both a prefix and a suffix are added, so that the word root is in the middle of the word, as in *invaluable* and *subversive*.
- Often word roots are combined to create a word, as in *transcribe*.

Spelling Practice

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

- | | | | |
|------------------|------------|-------------|--|
| 1. COPY | append | transcribe | |
| 2. REBELLIOUS | subversive | pensive | |
| 3. PRICELESS | subversive | invaluable | |
| 4. BELIEVABILITY | tenacity | credibility | |
| 5. THOUGHTFUL | pensive | invaluable | |
| 6. TRUTH | verity | fidelity | |
| 7. ATTACH | simulate | append | |
| 8. IMITATE | simulate | transcribe | |
| 9. STUBBORNNESS | verity | tenacity | |
| 10. FAITHFULNESS | fidelity | credibility | |

LESSON 26 continued

Spelling in Context

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

1. The novice mountain climber's _____ in adverse conditions was reckless.
2. The stenographer was asked to _____ the court documents.
3. Sara must _____ a bibliography to her research paper.
4. The carnival ride attempted to _____ flight into outer space.
5. Because the solitary walker appeared so _____, we hesitated to ask for directions.

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 manager could hardly believe her ears. Smith was an invaluable employee whose fadeliity to the company she had never questioned. Now his coworker was accusing him of a subverseve plot to sell company secrets to a major competitor. The story was so wild it strained the bounds of credibility. However, the manager resolved to do everything she could to ascertain the veraty of the accusations.

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

Spelling Application

Listed below are five additional words that contain the word roots you have learned. Find them in the word maze and circle them. Then write the appropriate word or words from the maze on the lines provided.

compensate confidante discredit reversion valor

r d i s c r e d i t e c
o a c k l w d n s z r m
l i f r e v e r s i o n
a t e t a s n e p m o c
v y c o n f i d a n t e

1. Word with the root *cred*:

2. Word with the root *fid*:

3. Word with the root *pens*:

4. Word with the root *val*:

5. Word with the root *vers*:

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Spelling Power

Lesson 27: Synonyms

Word Bank

augment / supplement corrupt / debauch inviolable / sacred moderate / temperate persevere / persist

Key Concepts

Synonyms are words that have similar meanings. Not all synonyms can be used interchangeably. To decide which synonym to use, keep in mind each synonym's definition, its connotation, and the context in which it is to be used.

- Augment* and *supplement* mean "to increase."
Augment suggests adding more of the same thing.
Supplement suggests adding something else to compensate for a deficiency.
- Corrupt* and *debauch* mean "to destroy purity."
Corrupt is often used in matters relating to money.
Debauch refers more often to morals.
- Inviolable* and *sacred* mean "not to be violated."
Inviolable usually describes laws or promises, while *sacred* has a religious connotation.
- Moderate* and *temperate* mean "not extreme."
Moderate suggests something within reasonable limits.
Temperate means mild or self-restrained.
- Persevere* and *persist* mean "to continue." *Persevere* is a more positive word that suggests carrying on in spite of obstacles. *Persist* implies being obstinate or not listening to reason.

Spelling Practice

One word's meaning is close to that of the capitalized word. Circle the correct word. Then write it on the line.

- | | | | |
|---------------|------------|------------|-------|
| 1. PERSIST | augment | persevere | _____ |
| 2. DEBAUCH | corrupt | persevere | _____ |
| 3. MODERATE | augment | temperate | _____ |
| 4. SUPPLEMENT | augment | inviolable | _____ |
| 5. SACRED | temperate | inviolable | _____ |
| 6. CORRUPT | sacred | debauch | _____ |
| 7. AUGMENT | supplement | moderate | _____ |
| 8. PERSEVERE | debauch | persist | _____ |
| 9. INVIOABLE | corrupt | sacred | _____ |
| 10. TEMPERATE | moderate | persist | _____ |

LESSON 27 continued

Spelling in Context

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

1. Why do you _____ in bothering me when I've told you I'm busy?
2. Because of our budget, we found a restaurant with _____ prices.
3. The doctor told her to _____ her diet with a multivitamin.
4. After working in Alaska for five years, my cousin began looking for a job in a _____ climate.
5. The temple's central room was a(n) _____ space that only the high priests entered.

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 farmer had long-range plans to ogment his income by planting ginseng. A good harvest promised substantial profit. He had read that ginseng is a plant whose roots are used in Chinese medicine and that the roots are held in almost sacrid regard as a cure for all sorts of physical and mental ailments. He had also read that the crop needs a temprate climate with modarate rainfall and shaded well-drained soil. He decided that he would plant ginseng on the north slope of the woodlands at the edge of his cultivated land. Then he would presevere for the five to seven years required to produce a marketable root.

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

Spelling Application

Listed below are five additional pairs of synonyms. Unscramble each word and write it correctly.

concurrent / simultaneous

despotism / tyranny

dung / manure

impregnable / invincible

manifesto / proclamation

- | | |
|-----------------------|------------------------|
| 1. ciiibvnenl _____ | 6. recucrnot _____ |
| 2. slnetsmuauio _____ | 7. undg _____ |
| 3. ruenma _____ | 8. foemitsna _____ |
| 4. tmesdpois _____ | 9. nayrnty _____ |
| 5. gibpemrlaen _____ | 10. litapooncmar _____ |

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Spelling Power

Lesson 28: Antonyms

Word Bank

benign / malicious fervent / indifferent incessant / intermittent meekly / superciliously severance / union

Key Concepts

Antonyms are words that have opposite meanings. Sometimes an antonym is formed by adding a negative prefix, such as *un-*, *anti-*, *non-*, or *dis-*, to a word root. When a word's antonym is not obvious, clues to what it may be can be found through word analysis or by examining the word's definition or the context in which it is used.

1. The word *malicious*, which means "unkind" or "with harmful intent," contains the word root *mal* (bad). Its antonym, *benign*, means "gentle or harmless" and contains the word root *ben* (good).
2. *Fervent* means "intense or eager." Its opposite, *indifferent*, means "to lack strong emotion" or "to have a neutral attitude."
3. *Incessant* means "unceasing." Its opposite is *intermittent*, "occurring at intervals."
4. The antonym of *meekly*, which means "humbly," is *superciliously*, which means "acting with an air of superiority."
5. *Severance* means "separation" or "emotional distance." Its antonym is *union*, meaning "oneness" or "coming together." *Union* contains the word root *un* (one).

Spelling Practice

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

- | | | | |
|-------------------|----------------|--------------|-------|
| 1. INTERMITTENT | indifferent | incessant | _____ |
| 2. BENIGN | fervent | malicious | _____ |
| 3. SUPERCILIOUSLY | meekly | incessant | _____ |
| 4. INDIFFERENT | intermittent | fervent | _____ |
| 5. UNION | severance | malicious | _____ |
| 6. MEEKLY | superciliously | estrangement | _____ |
| 7. MALICIOUS | meekly | benign | _____ |
| 8. INCESSANT | union | intermittent | _____ |
| 9. SEVERANCE | superciliously | union | _____ |
| 10. FERVENT | indifferent | benign | _____ |

LESSON 28 continued

Spelling in Context

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

- | | | |
|------------------------------|--|-----------------------------------|
| 1. humbly
_____ | 3. having a kind disposition
_____ | 5. stopping at intervals
_____ |
| 2. eager or intense
_____ | 4. joining or coming together
_____ | |

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 feel that there has been a severence in our relationship,” said the woman emotionally. “You seem to ignore me despite my incessent efforts to please you. I don’t think you are being deliberately malitious. but you hurt me deeply by being so cold and indiferent.” The cat turned his head away superciliously and licked his paws methodically.

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

Spelling Application

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

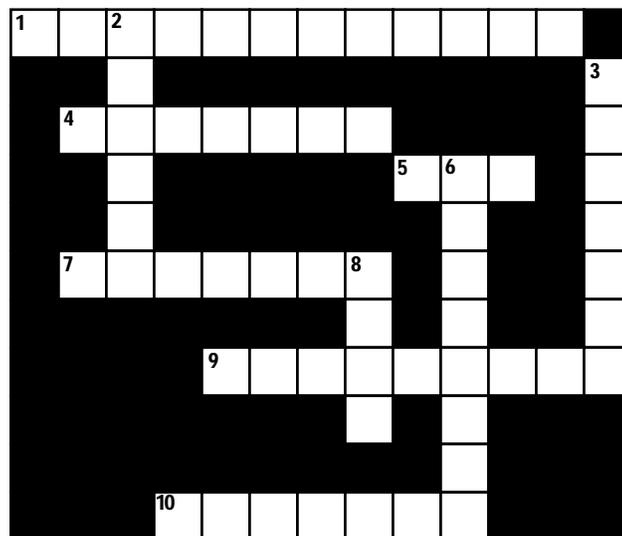
amicable / hostile detract / enhance dishonorable / reputable lax / taut obvious / subtle

Across

1. without honor
4. clearly perceptible
5. loose
7. take away
9. respectable
10. heighten or improve

Down

2. not readily apparent
3. unfriendly
6. friendly
8. snug



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Spelling Power

Unit 7 Review

Lessons 25–28

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

1. Because Sara's notes were almost illegible, Celine struggled to transcribe them. _____
2. Jess is a genuine bibleophile: she can always be found at the library. _____
3. Is the chemical benine, or is it harmful? _____
4. Even though you know about the party, symulate surprise. _____
5. Mrs. Foster planned to ogment her income by babysitting for her neighbor's children. _____
6. Usually Neil has a cheerful disposition, but today he seems to be in a pencive mood. _____
7. Although the journalist tried to be objective, some labeled him subvercive. _____
8. An astrisk identified the names of the new members of the cheerleading squad. _____
9. When the rain let up, Jeanne set the windshield wipers to the intermittant mode. _____
10. The Koran is a book held sacrid by Muslims. _____

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

- | | | | | | |
|------------------|--------------|--------------|------------|----------------|-------|
| 11. arkeological | intermittent | 13. moderite | temperate | 15. inviolable | apend |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 12. logistics | giroscope | 14. debawch | subversive | | |
| _____ | _____ | _____ | _____ | | |

In each case below, choose a word part from the list to make a complete word. Then use the word in a sentence on the lines provided.

- | | | | | | | | | |
|------|-------|------|-----|-----|------|------|-----|------|
| arch | aster | cred | fid | log | pend | pens | sim | vers |
|------|-------|------|-----|-----|------|------|-----|------|
16. olig_____y _____
 17. _____isk _____
 18. mono_____ue _____
 19. sub_____ive _____
 20. _____ive _____

Spelling Power

Proofreading Application

Lessons 25–28

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

TO: Mr. Samuel Steady, Chief Executive Officer
 FR: Mr. Gregory Smith, Senior Vice President
 RE: Dismissal of Mr. Peter Fine
 DATE: July 1

In response to your June 28 inquiry regarding Mr. Peter Fine, I would like to explain the chronology of events that led to his dismissal.

We hired Mr. Fine early last year. He became an invaluable component of our quality control team. His fidelitie was remarkable. He frequently worked long hours. He was willing to perseveer regardless of the nature of the problems.

In light of his tenasity, Ms. Golden, his supervisor, recommended that we consider him for an open position in human resources. Mr. Fine accepted the position of director of that department last August. Several months later, problems began to surface.

First Mr. Fine expressed his antiputhy toward the policies that had been instituted by his predecessor and proceeded to change all operating procedures. He refused to entertain any suggestions or comments from staff members, some of whom had worked in the department for more than twenty years. In one incident on record, a temporary employee meakly asked Mr. Fine a question regarding a tax form. Mr. Fine responded supersillyously and fired her the next day. The veraty of this case is still under investigation and the credibility of the witnesses is being checked. However, as I am sure you would agree, such malitious behavior is unacceptable under any circumstances.

In late January of this year, Mr. Miral, the head of our telecommunication division, expressed concern over the subvursive activities of some field personnel who were trying to form a younyon. One week Mr. Fine was indiffrent about the situation, and later he said that Mr. Miral's insessant complaints were wasting his time.

Because I know that you are fervant in your efforts to maintain the accountability of our staff members, I concluded that I had to dismiss Mr. Fine without severence pay. Attached you will find evidence to supplament the cases that I have described. One report even accuses Mr. Fine of korrrupt management of the budget allocated to human resources.

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

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Spelling Power

Lesson 29: Compound Nouns

Word Bank

editor in chief	great-grandmother	greenhouse	readout	run-in
runoff	setup	stomachache	textbook	word processing

Key Concepts

A compound noun is a noun that consists of two or more words combined to make a new word. Compound nouns can be solid, hyphenated, or open. A solid compound noun, such as *greenhouse*, is made up of two or more words that are spelled as one word without a hyphen. A hyphenated compound noun, such as *run-in*, is made up of words that are joined by one or more hyphens. An open compound noun, such as *word processing*, is made up of words that form a single concept but are spelled as two or more words without a hyphen. Keep the following patterns in mind when spelling compound nouns. Try to visualize these words as you learn to spell them.

- Compound nouns that end with *ache* are solid, as in *stomachache*.
- Compound nouns that end in *book* or *house* are usually solid, as in *textbook* or *greenhouse*.
- Compound nouns that end with *off*, *out*, or *up* are usually solid, as in *runoff*, *readout*, and *setup*. Exceptions, such as *write-off*, are hyphenated.
- Compound nouns that end with *in* are hyphenated, as in *run-in*.
- Compound nouns that describe family roles are usually hyphenated, as in *great-grandmother* and *brother-in-law*.
- Compound nouns that describe a job title may be open, as in *editor in chief*.
- Compound nouns that consist of a noun and a gerund (the *-ing* form of a verb) are often open, as in *word processing*.

Spelling Practice

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

- | | | | | | |
|----------------|------------|---------------------|-------------------|--------------------|-----------------|
| 1. runoff | run-off | 5. greatgrandmother | great-grandmother | 8. textbook | text book |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. run in | run-in | 6. read-out | readout | 9. editor in chief | editor-in-chief |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 3. green-house | greenhouse | 7. word-processing | word processing | 10. stomach ache | stomachache |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 4. set-up | setup | | | | |
| _____ | _____ | | | | |

Spelling Power

Lesson 30: Compound Adjectives

Word Bank

all-around	far-fetched	half-cooked	ill-advised	lifelike
red-brown	self-explanatory	snail-like	three-fifths	wholly owned

Key Concepts

Compound adjectives, like compound nouns, can be solid, hyphenated, or open. Commit the following patterns to memory.

- Compound adjectives that end in *like* are usually solid, as in *lifelike*. However, if they contain proper nouns or words that end in *l*, they are hyphenated, as *Boston-like* and *snail-like*.
- Compound adjectives consisting of adverbs that do not end in *ly* followed by a verb or an adjective are sometimes solid, as in *shortsighted*. However, many are hyphenated, as in *far-fetched* and *ill-advised*.
- Most compound adjectives that begin with *self*, *half*, or *all* are hyphenated, as in *self-explanatory*, *half-cooked*, and *all-around*.
- Compound adjectives that indicate color are hyphenated if the words are of equal importance, as in *red-brown*.
- Compound adjectives in which one term modifies the other are usually open, as in *wholly owned*.
- Spelled-out fractions used as adjectives are hyphenated, as in "a *three-fifths* majority."

Spelling Practice

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

- | | | | | | |
|-----------------|------------------|-----------------|-------------|----------------------|-------------|
| 1. farfetched | lifelike | 5. ill advised | half-cooked | 8. all around | snail-like |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. red-brown | three fifths | 6. three-fifths | half cooked | 9. wholly-owned | ill-advised |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 3. snail like | all-around | 7. life-like | far-fetched | 10. self-explanatory | redbrown |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 4. wholly owned | self explanatory | | | | |
| _____ | _____ | | | | |

Spelling in Context

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

- A _____ majority of the class voted to take a trip to the zoo, while the minority voted in favor of the museum.
- When Terry cut into the steak and saw red in the center, he knew that it was only _____.

Spelling Power

Lesson 31: Words Often Confused

Word Bank

ambiguous / ambivalent canvass / canvas diagnosis / prognosis palate / pallet seasonable / seasonal

Key Concepts

There are many words in the English language that can be easily confused. Usually the confusion enters when words have similar spellings or pronunciations or because they are homonyms. There are no spelling patterns to follow for these words. Commit the following word pairs to memory. Try to visualize these words as you study them.

- | | |
|---|--|
| <p>1. <i>ambiguous</i>: having more than one meaning; indistinct
<i>ambivalent</i>: demonstrating uncertainty</p> <p>2. <i>canvas</i>: a heavy cloth
<i>canvass</i>: to collect opinions or take a poll in a geographical area</p> <p>3. <i>diagnosis</i>: identification of a disease or illness
<i>prognosis</i>: the prospect for recovery from a disease or illness</p> | <p>4. <i>palate</i>: the roof of the mouth; taste, liking
<i>pallet</i>: a temporary bed or mattress</p> <p>5. <i>seasonable</i>: usual for, or in keeping with the time of year; coming at the right time
<i>seasonal</i>: characteristic of, affected by, or occurring at a certain season</p> |
|---|--|

Spelling Practice

In each sentence below, decide which word from the Word Bank is close to the meaning of the capitalized word. Then write the word on the line provided.

1. Buying a warm winter coat in September in northern Canada was very **TIMELY**. _____
2. The **PERIODIC** changes in the weather are predictable. _____
3. The **BED** made of straw served as a temporary place to sleep. _____
4. Although the meaning of the title is **UNCLEAR**, the poem itself is very straightforward. _____
5. We will **POLL** the community to discover their opinions. _____
6. The director is **UNDECIDED** about casting the unknown actress in the leading role. _____
7. After carefully studying the test results, the doctor gave the accurate **ANALYSIS**. _____
8. The doctor's **PREDICTION** proved to be accurate. _____
9. He has developed a **TASTE** for philosophical discussions. _____
10. Paintings on **CLOTH** last longer than those on paper. _____

LESSON 31 continued

Spelling in Context

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

1. I had difficulty sleeping on the crude _____.
2. When you live in the southern United States, it is _____ for the weather to be hot in August.
3. Will you help me _____ the community to evaluate public opinion?
4. Did the dentist examine your _____ as well as your teeth?
5. The boat's sails are constructed of heavy _____.

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.

After much consideration, Dr. Matthews made her diagnosas. Even though some of Theo's symp-
toms were ambigious, the doctor was certain of her analysis. Theo was suffering from a seasonel allergy
to pollen. The prognosas for his condition was good. Dr. Matthews told Theo that his symptoms could
be relieved with a prescription medication and by avoiding unnecessary outdoor activity. Nevertheless,
Theo was ambivalant about canceling his vacation in the mountains.

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

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.

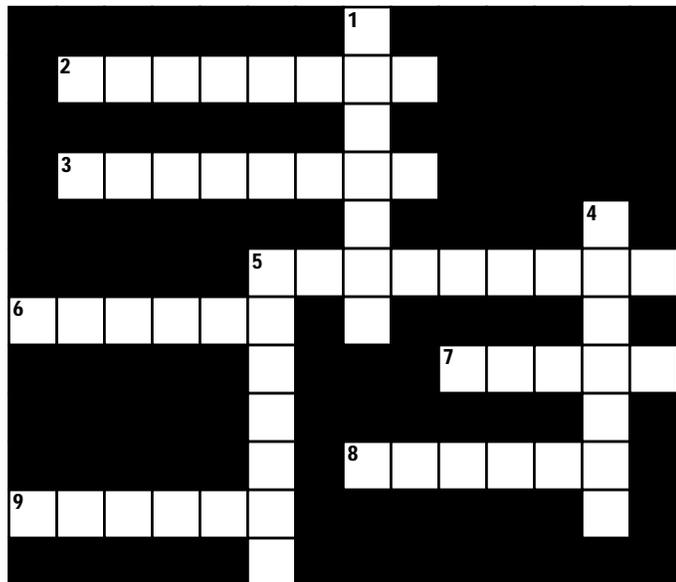
ascent / assent loath / loathe mediate / meditate morality / mortality stature / statute

Across

2. ethical behavior
3. reflect
5. condition of being subject to death
6. detest
7. extremely reluctant
8. act of climbing
9. agree

Down

1. height or position
4. law
5. to aid in settling a dispute



Spelling Power

Lesson 32: Words Often Misspelled

Word Bank

basically	compulsory	consensus	deficit	hindrance
incredible	prerogative	renowned	strictly	surveillance

Key Concepts

Some words in the English language are particularly difficult to spell. They may have silent letters or unexpected vowel spellings, or they may be exceptions to rules. Visualizing these words spelled correctly will help you master your spelling trouble spots.

1. Because some pairs of suffixes (*-ance* and *-ence*; *-able* and *-ible*) are pronounced the same way, the words that contain these suffixes, such as *surveillance* and *incredible*, are often misspelled.
2. Some words have silent letters. Because the second *a* in *basically* and the second *t* in *strictly* are often not pronounced, these words are often misspelled.
3. The letter *c* may sound hard or soft. Words that contain a soft *c* may be misspelled because the *c* sounds like *\s*, as in *deficit*.
4. Words that end with *sus*, such as *consensus*, may be misspelled because the *sus* is pronounced as *\səs*.
5. Some words, such as *prerogative* and *hindrance*, are misspelled because a prefix is mispronounced or a syllable is mistakenly added in pronouncing the word.
6. Some words, such as *known*, drop a letter when a prefix is added, as in *renowned*.
7. Because the first *o* in *compulsory* has a schwa *\ə* sound, it is often misspelled as a *u*.

Spelling Practice

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

- | | | |
|------------------------------|--------------------------------|---------------------------------|
| 1. incredible defisit | 5. cumpulsery prerogative | 8. incredable surveillance |
| _____ | _____ | _____ |
| 2. hinderance deficit | 6. strickly compulsory | 9. basically concensus |
| _____ | _____ | _____ |
| 3. consensus perogative | 7. renowned basicly | 10. survailance strictly |
| _____ | _____ | _____ |
| 4. hindrance reknowned | | |
| _____ | | |

Spelling in Context

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

1. Are you aware that a _____ camera is now positioned in the convenience store?
2. After three hours of arguing, the group finally reached a _____.

LESSON 32 continued

3. The business was running a _____ and losing more money each month.
4. Although Congress passes the laws, the president has the _____ of vetoing them.
5. The tailor felt that the workroom's poor lighting was a _____ to productivity.

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.

With help from my travel agent, I have planned an incredible vacation to London, England. A Saturday night stay is compulsory for a reduced airfare, so we will leave on Thursday night and arrive on Friday morning. Basicly, our itinerary includes tours of reknound historical sites, such as the Tower of London and Buckingham Palace. We have set aside a few days for spontaneous side trips so we don't always have to adhere strickly to a schedule.

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

Spelling Application

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

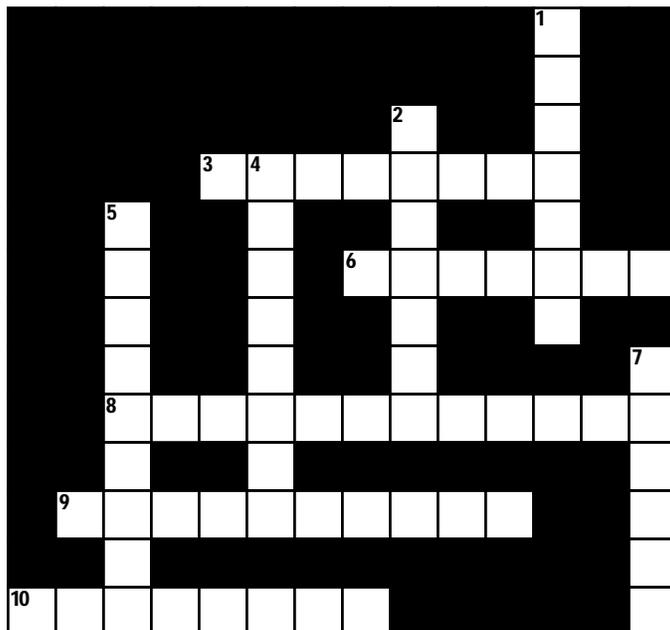
- | | | | | |
|----------|---------|-----------|--------------|------------|
| adjacent | bureaus | facsimile | irresistible | lieutenant |
| maneuver | rescind | recruit | specimen | vendor |

Across

3. military movement; tactic
6. revoke
8. very tempting
9. army officer
10. sample

Down

1. newcomer to a branch of the armed services
2. departments of a government
4. neighboring; nearby
5. copy
7. salesperson



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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. Then write the word correctly.

- | | | | | | |
|--------------------|-----------|-----------------|--------------|----------------|-------------|
| 1. redbrown | runoff | 5. concensus | greenhouse | 8. canvass | reknowned |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 2. selfexplanatory | palate | 6. ambivelent | three-fifths | 9. far-fetched | halfcooked |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 3. readout | prognosis | 7. surveillance | seasonible | 10. incredible | stomachache |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 4. ambigulous | setup | | | | |
| _____ | _____ | | | | |

Decide which word in the word banks of the four preceding lessons has a meaning that is close to that of the capitalized word or phrase. Then write the word on the line provided.

- | | |
|---|-------|
| 11. The PERIODICAL newsletter is published only during the summer months. | _____ |
| 12. The boat's sails were made of HEAVY CLOTH. | _____ |
| 13. He built a BED out of lumber and straw. | _____ |
| 14. The president had a contentious ENCOUNTER with the foreign minister. | _____ |
| 15. The new corporation's stock is POSSESSED ENTIRELY by its employees. | _____ |

Combine the two words to form a compound noun or adjective. Use a hyphen, if necessary.

- | | | | | | |
|---------|---------|----------|--------|----------------|-------|
| 16. out | read | 18. all | around | 20. processing | word |
| _____ | _____ | _____ | _____ | _____ | _____ |
| 17. far | fetched | 19. like | snail | | |
| _____ | _____ | _____ | _____ | | |

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

- | | |
|---|-------|
| 21. When she bit into the pizza, the hot cheese burned her tongue and palete. | _____ |
| 22. The winner of the coin toss had the prerogative of choosing to bat first or second. | _____ |
| 23. The heat from the sun and the defisit of rain caused the crops to wither in the fields. | _____ |
| 24. To ascertain public opinion, we will canvase the community. | _____ |
| 25. American History is a cumpulsory class in our school. | _____ |

Spelling Power

Proofreading Application

Lessons 29–32

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

Behind the Scenes

During her twenty-year career, Alice Bradman has conducted more than one thousand interviews with people ranging from powerful political figures to her own greatgrandmother. Last month she was awarded the Cartato Medal for her in-depth look at the life of Edward Sousa, who recently won the mayoral election by a three fifths majority. She has also spoken to high-profile gardening expert and green-house designer Alain LeBlanc and to Zelda Truax, the president's rekbound survailance expert. Basiclly, Bradman has a versatility that is virtually unmatched in the industry. Therefore, I was delighted when my editor-in-chief suggested that I interview Bradman.

We met in her brightly lit apartment, which is located in a building that is wholly-owned by her uncle. Her office set-up is efficient, yet far from austere. Its walls are lined with shelves stacked with hundreds of books. A medical text-book lay open on her desk.

Q: I see that you have quite a library.

A: Well, I have to do my homework. Being unprepared gives me a stomach-ache I try to find out as much as I can before an interview. Next week I will be speaking to an oncologist, so I am reading up on cancer. I try to prepare questions ahead of time, such as "How do you know when a diagnosas is correct?" or "How do you tell a patient about a negative prognosas?"

Q: Do you write down the questions you will ask?

A: Sometimes I do, but I am ambivalant about using notes. I never rely stricktly on a script. I believe that my interviews should have a natural flow. I think it is illadvised to write down too many questions. They can be a hinderance to spontaneity.

Q: What is one of the greatest challenges an interviewer faces?

A: Some interviewees make a lot of ambiguis statements. To eliminate this problem, you have to phrase your questions to elicit detailed, straightforward answers. You also have to make sure that ideas which seem selfexplanatory to the speaker will be clear to a reader. The goal is to balance clarity of thought with the presentation of an accurate, life-like voice.

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