

GLENCOE LANGUAGE ARTS

# SPELLING POWER

**GRADE 9**

 **Glencoe  
McGraw-Hill**

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.

**Glencoe/McGraw-Hill**



*A Division of The McGraw-Hill Companies*

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Send all inquiries to:  
Glencoe/McGraw-Hill  
8787 Orion Place  
Columbus, Ohio 43240

ISBN 0-07-826244-5

Printed in the United States of America

1 2 3 4 5 6 7 8 9 10 024 05 04 03 02 01

# CONTENTS

Student Progress Chart . . . . .	v
Scoring Scale . . . . .	vi
<b>Unit 1</b>	
Lesson 1: Double Consonants . . . . .	1
Lesson 2: Silent Consonants . . . . .	3
Lesson 3: Sounds of <i>c</i> and <i>g</i> . . . . .	5
Lesson 4: Vowel Spellings . . . . .	7
Review Lessons 1–4 . . . . .	9
<b>Unit 2</b>	
Lesson 5: Diphthongs and Vowel + <i>r</i> Shifts . . . . .	11
Lesson 6: Use of <i>ie</i> and <i>ei</i> . . . . .	13
Lesson 7: Doubling the Final Consonant . . . . .	15
Lesson 8: The Final Silent <i>e</i> . . . . .	17
Review Lessons 5–8 . . . . .	19
<b>Unit 3</b>	
Lesson 9: Words Ending in <i>y</i> . . . . .	21
Lesson 10: Plurals for Nouns Ending in Consonants . . . . .	23
Lesson 11: Plurals for Nouns Ending in Vowels . . . . .	25
Lesson 12: Plurals with Unusual Forms . . . . .	27
Review Lessons 9–12 . . . . .	29
<b>Unit 4</b>	
Lesson 13: Contractions . . . . .	31
Lesson 14: Possessives . . . . .	33
Lesson 15: Syllabication . . . . .	35
Lesson 16: Soft Final Syllables . . . . .	37
Review Lessons 13–16 . . . . .	39
<b>Unit 5</b>	
Lesson 17: Prefixes . . . . .	41
Lesson 18: The Suffixes <i>-ance</i> , <i>-ence</i> , <i>-ant</i> , <i>-ent</i> . . . . .	43
Lesson 19: The Suffixes <i>-ize</i> , <i>-ise</i> , <i>-yze</i> . . . . .	45
Lesson 20: Word Roots . . . . .	47
Review Lessons 17–20 . . . . .	49
<b>Unit 6</b>	
Lesson 21: Noun Suffixes . . . . .	51
Lesson 22: Adjective Suffixes . . . . .	53
Lesson 23: Verb Suffixes . . . . .	55
Lesson 24: Adverb Suffixes . . . . .	57
Review Lessons 21–24 . . . . .	59



**Unit 7**

Lesson 25: Compound Words ..... 61  
Lesson 26: The Word Roots *cede/ceed/ces* and *cept/ceive* ..... 63  
Lesson 27: Words Borrowed from Other Languages ..... 65  
Lesson 28: Antonyms ..... 67  
Review Lessons 25–28 ..... 69

**Unit 8**

Lesson 29: Synonyms ..... 71  
Lesson 30: Homonyms ..... 73  
Lesson 31: Words Often Confused ..... 75  
Lesson 32: Words Often Misspelled ..... 77  
Review Lessons 29–32 ..... 79  
  
Oral Quizzes ..... 81

# 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 number correct. For example, if 15 out of 16 items are correct, your score is 93.7 percent (see grayed area).

## Number Correct

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



## Number Correct

Number of Items	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	1																			
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21	100																			
22	95.4	100																		
23	91.3	95.6	100																	
24	87.5	91.6	95.8	100																
25	84	88	92	96	100															
26	80.8	84.6	88.5	92.3	96.2	100														
27	77.8	81.5	85.2	88.9	92.6	96.3	100													
28	75	78.6	82.1	85.7	89.3	92.9	96.4	100												
29	72.4	75.9	79.3	82.8	86.2	89.7	93.1	96.6	100											
30	70	73.3	76.7	80	83.3	86.7	90	93.3	96.7	100										
31	67.7	70.9	74.2	77.4	80.6	83.9	87.1	90.3	93.5	96.7	100									
32	65.6	68.8	71.9	75	78.1	81.2	84.4	87.5	90.6	93.8	96.9	100								
33	63.6	66.7	69.7	72.7	75.8	78.8	81.8	84.8	87.8	90.9	93.9	96.9	100							
34	61.8	64.7	67.6	70.6	73.5	76.5	79.3	82.4	85.3	88.2	91.2	94.1	97.1	100						
35	60	62.9	65.7	68.9	71.4	74.3	77.1	80	82.9	85.7	88.6	91.4	94.3	97.1	100					
36	58.3	61.1	63.8	66.7	69.4	72.2	75	77.8	80.6	83.5	86.1	88.9	91.7	94.9	97.2	100				
37	56.8	59.5	62.2	64.9	67.6	70.3	72.9	75.7	78.4	81.1	83.8	86.5	89.2	91.9	94.6	97.3	100			
38	55.3	57.9	60.5	63.2	65.8	68.4	71.2	73.7	76.3	78.9	81.6	84.2	86.8	89.5	92.1	94.7	97.3	100		
39	53.8	56.4	58.9	61.5	64.1	66.7	69.2	71.8	74.4	76.9	79.5	82.1	84.6	87.2	89.7	92.3	94.9	97.4	100	
40	52.5	55	57.5	60	62.5	65	67.5	70	72.5	75	77.5	80	82.5	85	87.5	90	92.5	95	97.5	100



# Spelling Power

## Lesson 1: Double Consonants

### Word Bank

accordance	committee	embarrass	exaggerate	omission
opposite	parallel	questionnaire	villain	wholly

### Key Concepts

A single consonant sound is sometimes spelled with double consonants. Because the two consonants are not heard individually, learn to visualize these words to spell them correctly.

1. Some common two-syllable words are spelled with double consonants, as in *villain* and *wholly*.
2. Some three-syllable words are spelled with one set of double consonants, as in *accordance*, *omission*, *opposite*, *parallel*, and *questionnaire*.
3. Many longer words of four or more syllables have one set of double consonants, as in *exaggerate*.
4. Some words include more than one set of double consonants, as in *committee* and *embarrass*.

### Spelling Practice

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

- |                                    |                                |                                    |
|------------------------------------|--------------------------------|------------------------------------|
| 1. ommision parallel<br>_____      | 5. oposite exaggerate<br>_____ | 8. opposite questionnaire<br>_____ |
| 2. vilain accordance<br>_____      | 6. committee parralel<br>_____ | 9. omission acordance<br>_____     |
| 3. wholly embarass<br>_____        | 7. wholly villain<br>_____     | 10. exagerate embarrass<br>_____   |
| 4. comittee questionnaire<br>_____ |                                |                                    |

### Spelling in Context

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

1. Two lines that are \_\_\_\_\_ will never intersect.
2. We decided that working as a(n) \_\_\_\_\_ would be more efficient than working individually.
3. "If you mention that you saw her drop her lunch tray, you will definitely \_\_\_\_\_ her," said Sadie.
4. Although they are twins, Tom and Todd have completely \_\_\_\_\_ outlooks on life.
5. The mystery writer is so gifted that you can rarely identify the \_\_\_\_\_ until the last page.

**LESSON 1 continued**

**Proofreading Practice**

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

The teacher gave the class instructions before she handed out the questionnaire. She told the students to write their responses in accordance with the directions on the survey. She encouraged them to answer all questions, as omissions would make the results useless. She also instructed them not to exaggerate. After she was wholly satisfied that the students understood the instructions, the teacher told them to begin.

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.

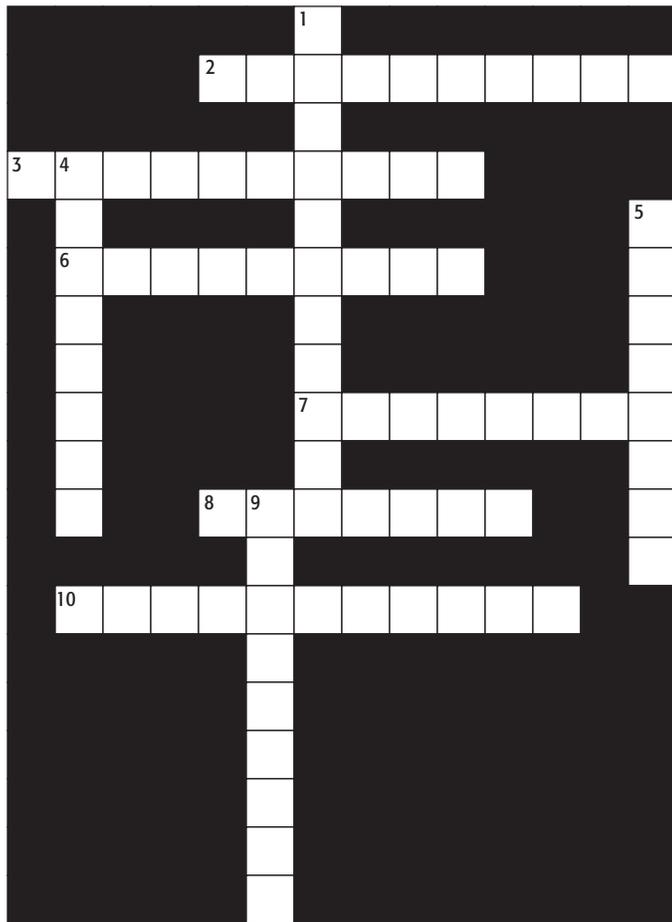
- |             |             |
|-------------|-------------|
| accommodate | appetite    |
| bulletin    | disappoint  |
| hurricane   | irrigate    |
| occurrence  | opportunity |
| recommend   | sheriff     |

**Across**

- 2. event
- 3. fail to live up to expectations
- 6. suggest
- 7. desire for food
- 8. officer of the law
- 10. chance

**Down**

- 1. adapt or make suitable
- 4. to supply with water
- 5. short official statement
- 9. storm with violent wind



Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 2: Silent Consonants

### Word Bank

autumn	fasten	freight	ghastly	gnaw
knead	limb	pneumonia	psalm	wretched

### Key Concepts

Many words in the English language contain consonants that are not sounded. To learn to spell these words, study them and visualize them spelled correctly.

1. In words ending in *mn* or *mb*, the final consonant is silent, as in *autumn* and *limb*.
2. The first letter is silent in words beginning with *kn*, *gn*, *ps*, *pn*, or *wr*, as in *knead*, *gnaw*, *psalm*, *pneumonia*, and *wretched*.
3. The consonant combination *gh* is silent, as in *through* and *freight*.
4. The *h* is silent in words beginning with *gh*, as in *ghastly*.
5. The *t* is often silent when it appears before the letters *en*, as in *fasten*.

### Spelling Practice

Listed below are ten spelling patterns. On the line provided, write the word from the Word Bank to which the pattern applies.

1. Silent *w* in the *wr* combination at the beginning of a word \_\_\_\_\_
2. Silent *h* following *g* at the beginning of a word \_\_\_\_\_
3. Silent *n* in the *mn* combination at the end of a word \_\_\_\_\_
4. Silent *g* before *n* at the beginning of a word \_\_\_\_\_
5. Silent *t* before *en* \_\_\_\_\_
6. Silent *p* in the *ps* combination at the beginning of a word \_\_\_\_\_
7. Silent *p* in the *pn* combination at the beginning of a word \_\_\_\_\_
8. Silent consonant combination *gh* \_\_\_\_\_
9. Silent *b* in a word ending with *mb* \_\_\_\_\_
10. Silent *k* in a word beginning with *kn* \_\_\_\_\_

**LESSON 2 continued**

**Spelling in Context**

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

1. You should nead the dough until it is elastic and no longer sticky. \_\_\_\_\_
2. Although the rats naw at the cheese in the trap, they never get caught. \_\_\_\_\_
3. The musician set her favorite salm to music so that it could be sung at her wedding. \_\_\_\_\_
4. The gastly noises were coming from the engine of the old car. \_\_\_\_\_
5. The flight attendant asked passengers to fassen their seatbelts. \_\_\_\_\_

**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 small boy, who had been hospitalized with neumonia, watched out his window as the freit train rushed by and a sparrow sang on a tree limm. Although he was in retched health when he was admitted to the hospital, he now felt better. He hoped to be home in early autum.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are five additional words that have silent consonants. Find them in the word maze and circle them. Then write the word that fits each pattern on the lines provided.

ghost                      knowledge                      psychology                      through                      wrench

p s y c h o l o g y

h z n o c k w r h t

c q i e v n u k o t

n j n p q o a i s d

e h h g u o r h t i

r e g d e l w o n k

w b z o m e c t o n

1. Silent *k* in a word beginning with *kn*      3. Silent *p* in a word beginning with *ps*      5. Silent *h* in a word beginning with *gh*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
2. Silent *w* in a word beginning with *wr*      4. Silent consonant combination *gh*
- \_\_\_\_\_
- \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 3: Sounds of c and g

### Word Bank

ancestry	ensor	circumstance	disguise	genius
gymnasium	plague	recapture	recipe	tragedy

### Key Concepts

The letters *c* and *g* may sound soft or hard depending on the vowels or consonants that follow them. A soft *c* sounds like \s\, and a hard *c* sounds like \k\. A soft *g* sounds like \j\, and a hard *g* sounds like \g\. Knowing the following patterns will help you spell words that include the letters *c* and *g*. Visualize how these words look as you become familiar with their spelling.

1. The letter *c* has a soft sound \s\ when it is directly followed by *e*, *i*, or *y*, as in *ancestry*, *ensor*, and *recipe*. This pattern is also illustrated by the first *c* and the final *c* in *circumstance*.
2. The letter *c* has a hard sound \k\ when it is followed by *a*, *o*, *u*, or any consonant, as in *recapture*. This pattern is also illustrated by the second *c* in *circumstance*.
3. The letter *g* is pronounced \j\ when it is followed by *e*, *i*, or *y*, as in *genius*, *gymnasium*, and *tragedy*.
4. A *g* has a hard sound \g\ when it is followed by *a*, *o*, *u*, or any consonant, as in *disguise* and *plague*.

### Spelling Practice

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

- |                           |                       |                               |
|---------------------------|-----------------------|-------------------------------|
| 1. disguise    tragedy    | 5. recapture    plage | 8. jenius    disguise         |
| _____                     | _____                 | _____                         |
| 2. resipe    censor       | 6. sensor    ancestry | 9. recipe    jymnasium        |
| _____                     | _____                 | _____                         |
| 3. genius    cirkumstance | 7. trajedy    plague  | 10. rekapture    circumstance |
| _____                     | _____                 | _____                         |
| 4. ansestry    gymnasium  |                       |                               |
| _____                     |                       |                               |

### Spelling in Context

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

1. to conceal one's identity \_\_\_\_\_
2. someone who is extraordinarily intelligent \_\_\_\_\_
3. to remove potentially sensitive or offensive passages or words from a text \_\_\_\_\_

**LESSON 3 continued**

- 4. a place where athletic activity is performed \_\_\_\_\_
- 5. a list of ingredients and the procedure for their preparation \_\_\_\_\_

**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.

Countless Europeans experienced great trajedy when the plague swept the continent in the Middle Ages. They had no idea of the cirkumstance that led to the spread of the disease. As the epidemic became widespread in the cities, persons of noble ansestry often fled to their country estates in an attempt to escape the sickness and to rekapture some sense of normalcy in their lives.

- 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.

- bicycle                  calculate                  extravagance                  fragile                  gradual
- imaginary                  necessary                  science                  success                  vegetables

**Across**

- 2. favorable outcome
- 4. carrots, peas, corn
- 5. required
- 8. not real
- 9. to compute
- 10. delicate; easily broken

**Down**

- 1. organized knowledge
- 3. luxury
- 6. little by little
- 7. two-wheeled vehicle with pedals

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 4: Vowel Spellings

### Word Bank

acquaintance	bureau	chieftain	gauge	guidepost
haughty	nuisance	peasant	rouse	thorough

### Key Concepts

Many words have vowel pairs or combinations that do not follow regular patterns of pronunciation. To learn to spell these words, study them and visualize them spelled correctly.

1. The vowel pair *ou* can be pronounced as the long *o* sound (\ō\), as in *thorough*, or as the vowel sound (\ōō\), as in *rouse*.
2. The vowel pair *ai* can be pronounced as a long *a* (\ā\), as in *acquaintance*, or as an \ə\ sound, as in *chieftain*.
3. The vowel pair *ui* can be pronounced as a long *i* (\ī\), as in *guidepost*, or as a long *u* (\ū\), as in *nuisance*.
4. The vowel pair *au* can be pronounced as an \ə\ sound, as in *haughty*, or as a long *a* (\ā\), as in *gauge*.
5. The vowel pair *ea* has several sounds including a long *e* (\ē\), as in *heathen*, and a short *e* (\e\), as in *peasant*.
6. The combination *eau* at the end of words creates the long *o* (\ō\), as in *bureau*.

### Spelling Practice

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

- |                 |           |             |          |            |              |
|-----------------|-----------|-------------|----------|------------|--------------|
| 1. thoro        | peasant   | 5. newsance | thorough | 8. hawghty | chieftain    |
| _____           | _____     | _____       | _____    | _____      | _____        |
| 2. gydepost     | privilege | 6. chieftan | bureau   | 9. pesant  | guidepost    |
| _____           | _____     | _____       | _____    | _____      | _____        |
| 3. acquaintance | buro      | 7. ruse     | nuisance | 10. gauge  | acquayntance |
| _____           | _____     | _____       | _____    | _____      | _____        |
| 4. haughty      | gage      |             |          |            |              |
| _____           | _____     |             |          |            |              |

### Spelling in Context

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

1. He could not \_\_\_\_\_ whether his van would fit under the bridge.
2. The \_\_\_\_\_ was crammed with children’s toys and books.
3. When the janitorial staff completed their \_\_\_\_\_ cleaning, the floors shone.

**LESSON 4 continued**

- 4. A lighthouse serves as a \_\_\_\_\_ for mariners navigating coastal waters.
- 5. Meera was surprised when her \_\_\_\_\_ from the workshop greeted her like an old friend.

**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.

Pascal drifted into a daydream as he read his history assignment. In his dream, he was a chieftan in ancient England. He ruled his people with a firm but fair hand and treated even the lowliest pesant with respect. His attitude was never hawgthy. Every subject was either a friend or acquaintance. No one was considered a newsance. Just then his book slipped off the desk, serving to rooz him.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Application**

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

boundary      captain      heathen      plateau      taut

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

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

# Spelling Power

## Unit 1 Review

### Lessons 1–4

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

- |   |   |   |
|---|---|---|
| <p><b>1.</b> exaggerate<br/>disgise<br/>_____</p> | <p><b>5.</b> gnaw<br/>retched<br/>_____</p> | <p><b>8.</b> plage<br/>wretched<br/>_____</p>     |
| <p><b>2.</b> villan<br/>plague<br/>_____</p>      | <p><b>6.</b> buro<br/>tragedy<br/>_____</p> | <p><b>9.</b> chieftan<br/>psalm<br/>_____</p>     |
| <p><b>3.</b> salm<br/>bureau<br/>_____</p>        | <p><b>7.</b> naw<br/>disguise<br/>_____</p> | <p><b>10.</b> villain<br/>exagerate<br/>_____</p> |
| <p><b>4.</b> chieftain<br/>trajedy<br/>_____</p>  |   |   |

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

- |  |              |
|--|--------------|
| <p><b>11.</b> Descended from a long line of missionaries, the boy was proud of his ansestry.</p>     | <p>_____</p> |
| <p><b>12.</b> The doctor warned her against strenuous activity after her battle with neumonia.</p>   | <p>_____</p> |
| <p><b>13.</b> The gidepost, knocked over in the storm, was no help to lost tourists.</p>             | <p>_____</p> |
| <p><b>14.</b> The ommission of test directions caused confusion.</p>                                 | <p>_____</p> |
| <p><b>15.</b> Place the rows paralel to each other, not at right angles.</p>                         | <p>_____</p> |
| <p><b>16.</b> The hawghty doorman turned us away from the hotel even though we had reservations.</p> | <p>_____</p> |
| <p><b>17.</b> The producer decided to sensor the film before it was aired on television.</p>         | <p>_____</p> |
| <p><b>18.</b> The third model in the fashion show wore a pesant dress.</p>                           | <p>_____</p> |
| <p><b>19.</b> My hands became tired after several minutes of trying to nead the dense dough.</p>     | <p>_____</p> |
| <p><b>20.</b> Some people always embarass others with their tactless comments.</p>                   | <p>_____</p> |

# Spelling Power

## Proofreading Application

### Lessons 1–4

Read the following article from a student newspaper. Find twenty misspelled words and circle them. Then write the correct spelling for each word on the lines below the article.

#### *Harvest Dance a Great Success*

On October 12, at 8:00 P.M., the first Fall Festival was held in the magically transformed school jymnasium. Originally, the activity committee had scheduled the dance for January. However, the members decided that an autum dance would give students a chance to make the acquaintance of others who were not in their classes. The comittee felt that this occasion would get the school year off to a good start.

By October 11, almost all of the students had purchased tickets to the dance. In acordance with school regulations, students had to submit permission slips from their parents and sign pledges that they would abide wholly by the rules for the function. When asked whether students believed that these precautions were excessive, Minerva Ty, a sophomore, replied, "I think most feel as I do. It is a privilege to go to a school that cares enough to provide events like this for us. Let's not exagerate problems."

Meanwhile, the students in charge of decorating were busy behind the scenes. They planned ahead so that anything to be delivered by freit truck would arrive in time. Initially, the students thought about having a haunted house theme with gastly sound effects and scary decorations. However, a party jenius came up with the oposite idea of a fall festival. Students brought in or made small trees and decided to fassen streamers in fall colors to each lim. Volunteers cut out hundreds of bright leaves to suspend from the ceiling and place in piles around the edge of the room. They then had to gage how much room they should leave for the dance floor and where small tables could be placed. Bowls of polished apples and party favors on each table completed the decor. In keeping with the theme, the refreshments included cider and doughnuts. Senior Jason Belloma remarked, "The party planners wrote a resipe for success."

All who attended the dance complimented the event. The only newsance was that the time went too quickly. The chaperones were impressed by the thoro organization of the activity. Principal Pace said, "The event helped us rekapture some of the school spirit that had been lagging. It was a positive circumstance in every way." On the follow-up questionnaire, students raved about the dance. One student wrote, "Let's make the Fall Festival a tradition!"

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

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 5: Diphthongs and Vowel + r Shifts

### Word Bank

aerial	aisle	authentic	guardian	rehearsal
souvenir	soybean	trapezoid	undoubtedly	uproarious

### Key Concepts

When two vowels are combined, their individual sounds become blended into a single sound called a diphthong. A vowel sound also changes or shifts when the vowel is followed by the letter *r*. Keep the following guidelines in mind when spelling words that have blended vowel sounds or shifted vowel sounds.

1. The sound \ā\ may be spelled *ae*, as in *aerial*.
2. The sound \ô\ may be spelled *aw*, as in *thaw*, or *au*, as in *authentic*.
3. The sound \ī\ may be spelled *ai*, as in *aisle*, or *ay*, as in *bayou*.
4. The sound \oi\ may be spelled *oy*, as in *soybean*, or *oi*, as in *trapezoid*.
5. The sound \ō\ may be spelled *oo*, as in *moon*, or *ou*, as in *souvenir*.
6. The sound \ou\ may be spelled *ow*, as in *empower*, or *ou*, as in *undoubtedly*.
7. The sound \är\ may be spelled *ar*, as in *start*, or *uar*, as in *guardian*.
8. The sound \ur\ may be spelled *er*, as in *clerk*; *ir*, as in *dirt*; *ur*, as in *turn*; or *ear*, as in *rehearsal*.
9. The sound \ôr\ may be spelled *or*, as in *store*, or *oar*, as in *uproarious*.

### Spelling Practice

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

- |                |             |       |
|----------------|-------------|-------|
| 1. souvenir    | awthentic   | _____ |
| 2. undowbtedly | aisle       | _____ |
| 3. arial       | trapezoid   | _____ |
| 4. rehearsal   | ile         | _____ |
| 5. authentic   | rehursal    | _____ |
| 6. gardian     | aerial      | _____ |
| 7. soibean     | undoubtedly | _____ |
| 8. uproarious  | soovenir    | _____ |
| 9. uprorious   | guardian    | _____ |
| 10. trapezoyd  | soybean     | _____ |

**LESSON 5 continued**

**Spelling in Context**

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

1. He bought a soovenir to remind him of his visit to New Hampshire. \_\_\_\_\_
2. Matt's performance in the talent competition was uprorious. \_\_\_\_\_
3. Farmers are hoping the hot, dry weather will not ruin their soibean crops. \_\_\_\_\_
4. The airial photographs of the Grand Canyon were spectacular. \_\_\_\_\_
5. He won an award for designing a building in the shape of a trapezoyd. \_\_\_\_\_

**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 wedding rehirsal did not go as smoothly as planned. As the bride walked down the aysle on the arm of her gardian, she tripped over the train of her awthentic Victorian gown. Then the minister mispronounced her name. She was worried until she realized that everything that could go wrong already had. The wedding the next day would undowtedly go well.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are ten words that fit the patterns you have learned. Read each scrambled word. Then write the words correctly on the lines provided.

clerk	devout	empower	outbound	point
royalty	start	store	turmoil	turnpike

- |                  |                    |
|------------------|--------------------|
| 1. seotr _____   | 6. yoarylt _____   |
| 2. reklc _____   | 7. tuedov _____    |
| 3. inopt _____   | 8. muiltor _____   |
| 4. wpomree _____ | 9. buutodn _____   |
| 5. tstar _____   | 10. kentruip _____ |

# Spelling Power

## Lesson 6: Use of *ie* and *ei*

### Word Bank

achieve	ceiling	counterfeit	deceive	either
grieve	niece	vein	weigh	weird

### Key Concepts

Many people commit the following rhyme to memory so that they will know whether to use *ie* or *ei* in the spelling of a word:

Put *i* before *e* except after *c* or when sounded like \ā\, as in *neighbor* and *weigh*.

Remembering the following additional guidelines will help even more. Visualize the exceptions to the rule as you study them.

1. Use the *ie* spelling when the letter *c* or *t* appears before *i* to signal the \sh\ sound, as in *conscience*.
2. Commit these exceptions to memory: *counterfeit*, *ceiling*, *either*, and *weird*.

### Spelling Practice

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

- |   |  |  |
|---|--|--|
| <p>1. counterfeit<br/>niece<br/>_____</p> | <p>5. decieve<br/>weird<br/>_____</p>    | <p>8. acheive<br/>grieve<br/>_____</p>   |
| <p>2. greive<br/>either<br/>_____</p>     | <p>6. vien<br/>counterfeit<br/>_____</p> | <p>9. vein<br/>wiegh<br/>_____</p>       |
| <p>3. wierd<br/>weigh<br/>_____</p>       | <p>7. deceive<br/>iether<br/>_____</p>   | <p>10. achieve<br/>cieling<br/>_____</p> |
| <p>4. ceiling<br/>neice<br/>_____</p>     |  |  |

**LESSON 6 continued**

**Spelling in Context**

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

1. I sent my \_\_\_\_\_ a gift for her birthday.
2. The dream I had last night was very \_\_\_\_\_.
3. The cashier found a \_\_\_\_\_ \$20 bill in the cash register.
4. He wanted to be left alone to \_\_\_\_\_ for the loss of his dog.
5. The butcher will \_\_\_\_\_ the meat on the scale.

**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.

Zack sat in the auditorium and stared at the cieling, trying to calm down, but it was difficult. He could still feel the vien in his neck pulsing. He knew that Eric hadn't intentionally tried to decieve him when he told Zack the wrong time for the audition. By the time Zack discovered Eric's mistake and ran to the audito-  
 rium, all the leading roles had been cast. Now Zack would not be able to acheive his goal of starring in the school play. He would have to be satisfied with being a member of iether the chorus or the stage crew.

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

**Spelling Application**

Listed below are five additional words that fit the patterns you have learned. Read each scrambled word. Then write the words correctly on the lines provided.

conscience      forfeit      pier      receive      yield

1. riep      \_\_\_\_\_
2. ecvreei      \_\_\_\_\_
3. seecnccoin      \_\_\_\_\_
4. tiffero      \_\_\_\_\_
5. yelid      \_\_\_\_\_

# Spelling Power

## Lesson 7: Doubling the Final Consonant

### Word Bank

admittance	begged	conference	controlling	governing
meanness	permitted	redde	totally	visited

### Key Concepts

When certain suffixes are added to word roots that end in a consonant, the final consonant may or may not be doubled. If the final consonant is preceded by another consonant, it is not doubled, as in *governing*. When the final consonant is preceded by a vowel, use the following guidelines to determine whether to double the consonant.

1. Double the final consonant of a one-syllable word if the suffix begins with a vowel, as in *begged* and *redde*.
2. Double the final consonant if the stress is placed on the last syllable of the word root, as in *admittance*, *controlling*, and *permitted*.
3. Do not double the final consonant if the suffix begins with a vowel and the last syllable of the word root is not stressed, as in *visited*.
4. Do not double the final consonant if the suffix begins with a vowel and the last syllable of the word root is not stressed after the suffix is added, as in *conference*.
5. Do not double the final consonant if the suffix begins with a consonant, such as *-ly* or *-ness*, as in *totally* and *meanness*.

### Spelling Practice

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

- |                          |                        |
|--------------------------|------------------------|
| 1. admit + ance = _____  | 6. mean + ness = _____ |
| 2. beg + ed = _____      | 7. permit + ed = _____ |
| 3. confer + ence = _____ | 8. red + en = _____    |
| 4. control + ing = _____ | 9. total + ly = _____  |
| 5. govern + ing = _____  | 10. visit + ed = _____ |

### Spelling in Context

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

1. The child begged her mother for another new toy. \_\_\_\_\_
2. We hoped the bully would learn to control his meanness. \_\_\_\_\_
3. The sky began to reden as the sun set. \_\_\_\_\_
4. He enjoyed controlling the electric train. \_\_\_\_\_
5. We needed extra tickets to gain admittance to the show. \_\_\_\_\_

**LESSON 7 continued**

**Proofreading Practice**

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

When our class visited the aluminum factory, we were totally surprised by the size of building. The plant manager spoke to us in a large conference room and then showed us how the company recycles aluminum products. For safety reasons, we were not permitted to touch the machinery. The manager pointed out a sign that listed all the safety rules governing the operation of the equipment.

- 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 word or words from the maze to which each pattern applies on the lines provided.

accidentally      beginning      occasionally      referred      transferred

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

- 1. Pattern 1: The suffix begins with a consonant. \_\_\_\_\_
- 2. Pattern 2: The suffix begins with a vowel and is added to a word whose last syllable is accented and ends in a vowel and a single consonant.  
 \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 8: The Final Silent e

### Word Bank

acknowledgment	advantageous	enforcement	guaranteeing	manageable
noticeable	scarcity	shoeing	truly	virtuous

### Key Concepts

When a suffix is added to a word ending in silent e, the e may be kept or dropped. The following guidelines can be used to determine the correct spelling. Visualize these words as you study them.

1. Keep the e when the suffix begins with a consonant, as in *enforcement*.
2. In most cases, drop the e when the suffix begins with a vowel, as in *scarcity* and *virtuous*.
3. However, keep the e when the word ends in *ce* or *ge* and the suffix begins with *a* or *o*, as in *advantageous*, *manageable*, and *noticeable*.
4. Keep the e when the word ends in *ee* or *oe* and the suffix begins with a vowel, as in *guaranteeing* and *shoeing*.
5. Some words are exceptions to these patterns and must be committed to memory. Examples are *acknowledgment* and *truly*.

### Spelling Practice

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

- |                               |                           |
|-------------------------------|---------------------------|
| 1. guarantee + ing = _____    | 6. shoe + ing = _____     |
| 2. advantage + ous = _____    | 7. manage + able = _____  |
| 3. scarce + ity = _____       | 8. enforce + ment = _____ |
| 4. true + ly = _____          | 9. virtue + ous = _____   |
| 5. acknowledge + ment = _____ | 10. notice + able = _____ |

### Spelling in Context

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

1. covering an object to protect it from wear \_\_\_\_\_
2. something given to recognize an act or achievement \_\_\_\_\_
3. morally pure and good \_\_\_\_\_
4. ensuring that people uphold the laws \_\_\_\_\_
5. an inadequate supply \_\_\_\_\_

**LESSON 8 continued**

**Proofreading Practice**

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

Maria truly needs to find a new building for her antique shop. Cramming so many pieces of furniture into such a small store is no longer manageable. There is not enough room to walk through the store without knocking over something. She would like to rent a building with a large storefront so that her window displays would be very noticeable. Maria is hoping to find an advantageous location close to the busiest stores downtown, guaranteeing heavy customer traffic.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Application**

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

- agreeing      arrangement      changeable      closing      courageous
- density      judgment      lying      sincerely      surely

**Across**

- 4. with certainty
- 5. not telling the truth
- 6. conclusion
- 7. an orderly placement
- 9. genuinely
- 10. a decision reached

**Down**

- 1. likely to vary
- 2. brave
- 3. thickness
- 8. having the same opinion

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Unit 2 Review

### Lessons 5–8

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

- |  |  |  |
|--|--|--|
| <p>1. aisle<br/>gurdian<br/>_____</p>  | <p>3. visitted<br/>permitted<br/>_____</p> | <p>5. trapezoyd<br/>aerial<br/>_____</p> |
| <p>2. greive<br/>deceive<br/>_____</p> | <p>4. virtuous<br/>managable<br/>_____</p> |  |

**Add the suffix indicated to each word and write the word on the line provided.**

- |                        |                       |                      |
|------------------------|-----------------------|----------------------|
| 6. mean + ness = _____ | 8. shoe + ing = _____ | 10. beg + ed = _____ |
| 7. red + en = _____    | 9. true + ly = _____  |                      |

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

- |  |       |
|--|-------|
| 11. The historian thought the papers might be counterfit, but they were authentic. | _____ |
| 12. My neice sent me an invitation to her high school graduation.                  | _____ |
| 13. The shipping company gained many customers by guaranteing overnight delivery.  | _____ |
| 14. People came from all over the world to hear him speak at the conference.       | _____ |
| 15. We should waigh the evidence carefully before passing judgment.                | _____ |
| 16. The prospector located a vien of gold between the layers of rock.              | _____ |
| 17. The antics of the actor in the comedy were uprorious.                          | _____ |
| 18. Sam was relieved to see that the dent on the car door was barely noticable.    | _____ |
| 19. No one is permitted in the pool when the lifeguard is not on duty.             | _____ |
| 20. The dress rehursal for the play is scheduled for Thursday night.               | _____ |

# Spelling Power

## Proofreading Application

### Lessons 5–8

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

*Company Accused of Deceiving State Inspectors, Customers*

Officials at AgraProd are denying reports today that they are deliberately trying to decieve iether the state inspectors or the general public in an attempt to acheive a more advantagous position in the marketplace. Inspectors found noticable stockpiles of straw and cottonseed at three of AgraProd’s process- ing plants. There was also evidence of extensive rot in the company’s silos.

AgraProd has long been involved in research in the use of corn and soibean to make common household products such as crayons, wallboard, and cieling tiles. In recent years, however, an upstart company, BestAgra, has been controlling that market by offering awthentic soovenir containers and using television ads featuring wierd but lovable furry green creatures.

“AgraProd is undowbtedly causing the scarcity in crops and other raw materials,” said BestAgra president, Roy Pickett. “Moreover, they are using inferior materials in their products in an attempt to undersell us.”

Law enforcement officials have confirmed that AgraProd may have violated laws governing the har- vesting and storage of organic crops. If the charges prove to be true, AgraProd will face stiff fines. AgraProd has scheduled a press conferrence for tomorrow to discuss the state’s findings.

Meanwhile, AgraProd’s president, Lester Deaton, insists that his company did nothing wrong. In his acknowledgement of the charges against AgraProd, he said, “At the press conference, which will allow admittance to a limited number of journalists, there will not be any admission of wrongdoing. The com- pany will totaly stand behind all of its fine products, guaranteing their quality.”

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

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 9: Words Ending in y

### Word Bank

betrayal	controversial	defiance	envious	implies
laid	overjoyed	readiness	steadily	verifying

### Key Concepts

A suffix is an ending added to a word that changes the form of the word. Adding a suffix to a word that ends in *y* may require a change in the word's spelling. The following guidelines will help you decide whether the spelling should be changed and, if so, how to change it. Try to visualize the spellings of these words to help you remember them.

- If the word has a consonant before the final *y*, change the *y* to *i*.  
 controversy + al = controversial      envy + ous = envious      ready + ness = readiness  
 defy + ance = defiance      imply + es = implies      steady + ly = steadily
- If there is a vowel before the final *y*, do not change the *y*.  
 betray + al = betrayal      4. If the suffix is *-ing*, do not change the *y*.  
 overjoy + ed = overjoyed      verify + ing = verifying
- If the word is a one-syllable word, do not change the *y*.  
 shy + ness = shyness      5. Remember that there will be exceptions to these patterns.  
 lay + ed = laid

### Spelling Practice

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

- |                             |                         |
|-----------------------------|-------------------------|
| 1. verify + ing = _____     | 6. ready + ness = _____ |
| 2. defy + ance = _____      | 7. imply + es = _____   |
| 3. lay + ed = _____         | 8. overjoy + ed = _____ |
| 4. betray + al = _____      | 9. envy + ous = _____   |
| 5. controversy + al = _____ | 10. steady + ly = _____ |

### Spelling in Context

In each sentence, find the misspelled word and circle it. Then write the word correctly.

- Lucy's hunched posture implyes that she is unhappy. \_\_\_\_\_
- The goose layed a golden egg. \_\_\_\_\_
- Eric was overjoyed to see her. \_\_\_\_\_
- I am having difficulty verifying the flight arrangements. \_\_\_\_\_
- The book addressed a controversyal topic. \_\_\_\_\_

**LESSON 9 continued**

**Proofreading Practice**

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

Candace could not think straight. All she could focus on was her friend’s betrayal. How could Marti do this to her? Her readiness to tell Doug that Candace liked him showed that Marti had absolutely no regard for her feelings. She was probably just envious because she liked Doug herself, Candace thought in defiance. That made her feel a little better. Candace took a deep breath and reached for her notebook. She steadily ripped out the letter she had written to Doug and tore it to pieces.

- 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 word or words from the maze to which each pattern applies on the lines provided.

employer      manliness      merciful      shinnied      unifying

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

- 1. Pattern 1: If the original word has a consonant before the *y*, change the *y* to *i*.  
 \_\_\_\_\_
- 2. Pattern 2: If the original word has a vowel before the *y*, do not change the *y*.  
 \_\_\_\_\_
- 3. Pattern 3: If the suffix is *-ing*, do not change the *y*.  
 \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 10: Plurals for Nouns Ending in Consonants

### Word Bank

approaches	cuffs	fezes	guesses	handkerchiefs
indexes	loaves	scarves	splashes	wolves

### Key Concepts

Changing most words from singular to plural form alters their spelling. Usually the plural of a noun is formed by adding *s* to the singular form. However, when a noun ends in certain consonants, the plural is formed differently. Use the following guidelines to remember how to form the plural of these exceptions. Visualize the spelling of these words as you study them.

1. Add *es* to a noun that ends in *ch*, *z*, *s*, *x*, or *sh*, as in *approaches*, *fezes*, *guesses*, *indexes*, and *splashes*.
2. Sometimes when a noun ends in *f*, change the *f* to a *v* and add *es*, so that *loaf* becomes *loaves*, *scarf* becomes *scarves*, and *wolf* becomes *wolves*.
3. For other nouns ending in *f*, keep the final *f* and add *s*, as in *beliefs* and *handkerchiefs*.

### Spelling Practice

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

- |                                    |                              |                                   |
|------------------------------------|------------------------------|-----------------------------------|
| 1. loafs          loaves           | 5. splashs          splashes | 8. guesses          guesss        |
| _____                              | _____                        | _____                             |
| 2. indexes          indexs         | 6. wolves          wolfs     | 9. scarves          scarfs        |
| _____                              | _____                        | _____                             |
| 3. handkerchiefs    handkerchieves | 7. cufves          cuffs     | 10. approachs          approaches |
| _____                              | _____                        | _____                             |
| 4. fezs          fezes             |                              |                                   |
| _____                              |                              |                                   |

### Spelling in Context

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

1. Upon entering the bakery, Karen smelled the freshly baked \_\_\_\_\_ of bread.
2. The men wore red felt \_\_\_\_\_ for the ceremony.
3. The campers were afraid there might be \_\_\_\_\_ lurking in the woods.
4. Stacy's sister gave her three \_\_\_\_\_ as to what the present might be.
5. A few \_\_\_\_\_ of lemon juice always make a salad tasty.

**LESSON 10 continued**

**Proofreading Practice**

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

Sara neatly folded the handkerchieves and scarfs on the display case. Satisfied with the results, she turned to adjust the cuffes on the shirt nearby. Then she checked the indexs of inventory. Finally every-thing was ready for the grand opening. She anxiously awaited the customers' approachs.

- 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.

- beliefs                      buses                      chiefs                      dishes                      flashes
- knives                      peaches                      shelves                      wishes                      wives

**Across**

- 3. plural of flash
- 4. plural of peach
- 5. plural of wife
- 6. plural of bus
- 8. plural of dish

**Down**

- 1. plural of chief
- 2. plural of shelf
- 5. plural of wish
- 6. plural of belief
- 7. plural of knife

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 11: Plurals for Nouns Ending in Vowels

### Word Bank

agencies	buys	categories	heroes	memos
pianos	radios	skis	tacos	tattoos

### Key Concepts

Forming the plural of a noun that ends in a vowel sometimes presents a spelling challenge. The particular spelling that is used to form its plural depends upon the noun's final vowel and the letter that precedes it. Follow these guidelines when forming the plural of a noun that ends in a vowel. Because there are many exceptions to the patterns, try to visualize these words as you study them.

1. Usually, when a noun ends in a vowel + *o*, add *s*, so that *radio* becomes *radios* and *tattoo* becomes *tattoos*.
2. When a noun ends in a consonant + *o*, *s* or *es* may be added; *memo* becomes *memos*, *piano* becomes *pianos*, *taco* becomes *tacos*, but *hero* becomes *heroes*.
3. When a noun ends in a consonant + *y*, replace the *y* with *i* and add *es*, so that *agency* becomes *agencies* and *category* becomes *categories*.
4. When a noun ends in a vowel + *y*, keep the *y* and add *s*, so that *buy* becomes *buys*.
5. When a noun ends in *i*, simply add *s*, so that *ski* becomes *skis*.

### Spelling Practice

Decide which ending (*s* or *es*) should be added to create the plural of each word. Then write the new word.

- |                   |                  |
|-------------------|------------------|
| 1. agency _____   | 6. ski _____     |
| 2. piano _____    | 7. hero _____    |
| 3. buy _____      | 8. taco _____    |
| 4. radio _____    | 9. memo _____    |
| 5. category _____ | 10. tattoo _____ |

### Spelling in Context

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

It didn't take Ryan long to devour two (1) \_\_\_\_\_ with hot sauce at the ball game. In the row ahead, two men were listening to another game on their (2) \_\_\_\_\_. Both men had (3) \_\_\_\_\_ decorating their forearms. They jumped up and screamed whenever one of their (4) \_\_\_\_\_ came up to the plate. What a contrast! Just yesterday Ryan had been on (5) \_\_\_\_\_, racing down the mountain, half a world away.

**LESSON 11 continued**

**Proofreading Practice**

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

MEMO TO EMPLOYEES

As of July 1, the following changes will go into effect.

- All memoes will be dated with the year written as four digits.
- The categories of products sold will be noted on all bills. Pianoes should be listed as a category separate from other musical instruments.
- The list of “best buyes” for each month will be displayed in the lobby at all agencys.

Contact Kathy at extension 2053 if you have any questions.

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

**Spelling Application**

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.

banjos	companies	displays	echoes	flies
patios	potatoes	silos	tomatoes	videos

1. ocpnimaes \_\_\_\_\_
2. eeosch \_\_\_\_\_
3. oaeottms \_\_\_\_\_
4. syalpsid \_\_\_\_\_
5. soapti \_\_\_\_\_
6. osabnj \_\_\_\_\_
7. viosed \_\_\_\_\_
8. ifels \_\_\_\_\_
9. oestapot \_\_\_\_\_
10. lossi \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 12: Plurals with Unusual Forms

### Word Bank

alumni	athletics	campuses	children	crises
data	minimums	oxen	series	salmon

### Key Concepts

Usually the plural of a noun is formed by adding *s* or *es* to its singular form. There are some nouns to which this pattern does not apply. The following guidelines can be helpful in these cases. Try to visualize these unusual words as you study them.

1. A number of nouns use the same form for the singular and the plural. Examples include *athletics*, *salmon*, and *series*.
2. Some nouns ending in *us* are borrowed from Latin and use the Latin plural in which the *us* is replaced by *i*. For example, *alumnus* becomes *alumni*. For other nouns ending in *us*, the plural is formed by adding *es*. For example, *campus* becomes *campuses*.
3. Some words ending in *um* are borrowed from Latin and use the Latin plural in which the *um* is replaced by *a*. For example, *datum* becomes *data*. For other words ending in *um*, the plural is formed by adding *s*. For example, *minimum* becomes *minimums*.
4. Some English words have irregular plurals. For example, *child* becomes *children* and *ox* becomes *oxen*.
5. For some words ending in *is*, the plural is formed by changing the *i* to *e*. For example, *crisis* becomes *crises*.

### Spelling Practice

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

1. Pattern 1: singular and plural forms are the same

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Pattern 2: *is* changes to *es*

\_\_\_\_\_

3. Pattern 3: *es* is added to words ending in *us*

\_\_\_\_\_

4. Pattern 4: *s* is added to words ending in *um*

\_\_\_\_\_

5. Pattern 5: irregular plurals

\_\_\_\_\_

\_\_\_\_\_

6. Pattern 6: *us* changes to *i*

\_\_\_\_\_

7. Pattern 7: *um* changes to *a*

\_\_\_\_\_

**LESSON 12 continued**

**Spelling in Context**

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

1. This is a large body of information that a scientist might gather. \_\_\_\_\_
2. These huge beasts are used in farming. \_\_\_\_\_
3. A school's sports program might be called by this name. \_\_\_\_\_
4. These men all graduated from the same school. \_\_\_\_\_
5. These large fish are a bright orange-pink in color. \_\_\_\_\_

**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.

Juanita frowned at the unruly child. They don't belong on college campi, she thought. In the past month, she had been through several serieses of crises directing these field trips. She quickly counted up the minimas of various items she would need to order from the campus restaurant for lunch.

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.

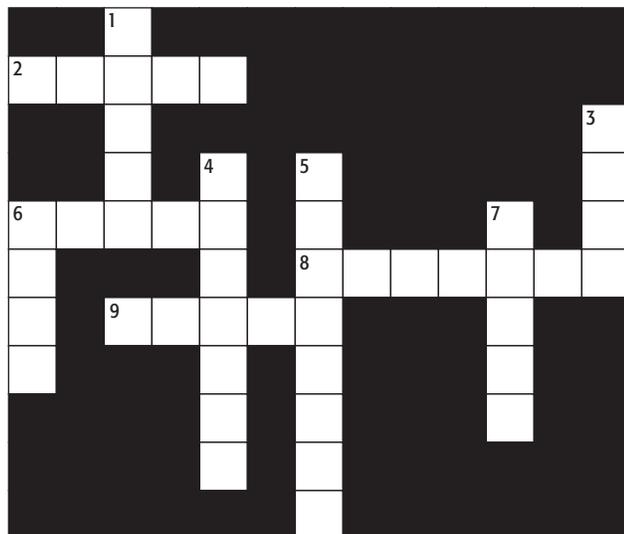
- |          |         |      |       |       |
|----------|---------|------|-------|-------|
| bacteria | clothes | fish | fruit | fungi |
| minuses  | moose   | news | sheep | women |

**Across**

2. antlered animals
6. mushrooms
8. what you wear
9. a healthy snack

**Down**

1. adult females
3. current events
4. opposite of pluses
5. germs
6. creatures with gills
7. fleeced animals



Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Unit 3 Review

### Lessons 9–12

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

1. This pair of shoes is one of the best buyes I ever made. \_\_\_\_\_
2. There are three categorys of chocolate: good, better, and best. \_\_\_\_\_
3. For many of us, teachers are our hereos. \_\_\_\_\_
4. Stay away from controversyal subjects on a first date. \_\_\_\_\_
5. The alumnuses gathered under the tent for the awards ceremony. \_\_\_\_\_
6. All memoos should be typed neatly, with no mistakes. \_\_\_\_\_
7. The college had two campes, one for business and the other for arts and sciences. \_\_\_\_\_
8. Washington, D.C., is home to many nonprofit agencys. \_\_\_\_\_
9. There were two approachs to getting the job done. \_\_\_\_\_
10. The boys layed their books down and forgot them. \_\_\_\_\_

**Follow the directions for each item below. Then write the word on the line provided.**

11. Form the plural of *athletics*. \_\_\_\_\_
12. Form the plural of *handkerchief*. \_\_\_\_\_
13. Form the plural of *crisis*. \_\_\_\_\_
14. Form the plural of *cuff*. \_\_\_\_\_
15. Form the plural of *series*. \_\_\_\_\_

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

16. betrayal                      betrail                      \_\_\_\_\_
17. defyance                      defiance                      \_\_\_\_\_
18. envious                      envyous                      \_\_\_\_\_
19. fezs                      fezes                      \_\_\_\_\_
20. guesses                      guessus                      \_\_\_\_\_

**Spelling Power**

**Proofreading Application**

**Lessons 9–12**

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

*Nature Preserve Celebrates Grand Opening*

The Nature Preserve officially opened its gates this weekend in Island Park with a ceremony that featured two grand pianoes and a performance by the Island East Dance Company. The ceremony, which was broadcast on radioes throughout Atlantic County, was kicked off by a visit from Mayor Ramirez—who arrived on water skies, producing huge splashes.

To generate excitement, the mayor and the executive board sported temporary tattooes of salmons, oxes, wolfs, and other animals sheltered at the Nature Preserve. Scarfs with similar designs were being sold at the event to raise additional funds.

“We were overjoyd to open our doors this soon,” said Executive Director Paula Strum. “Our funding has steadily increased, which implys that the community is ready to welcome this sort of attraction. If the readyness is there, we know we will succeed and the animals will benefit.”

The community came out in full force to attend the event. They enjoyed free refreshments, including tacoes, loafes of fresh bread, and a huge celebration cake. Childrens were entertained by a clown who made balloon animals.

According to Strum, the next step will be to catalog the animals in this natural wild habitat. The staff will be verifying dati, checking minimas, and comparing the numbers to national indexes.

For more information or to make a donation, contact the Nature Preserve at 1-800-555-1111.

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

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 13: Contractions

### Word Bank

doesn't	he'd	I'll	it's	let's
might've	needn't	should've	they're	we're

### Key Concepts

A contraction is a word that is created by combining two words, dropping one or more letters of the second word, and substituting an apostrophe for the dropped letter or letters. Following are some patterns in the formation of contractions that will help you understand and spell them correctly. Remember that the apostrophe replaces dropped letters.

- Two words are joined together. For example, *does* and *not* becomes *doesn't*. Then the vowel in the second word is replaced by an apostrophe. *Doesnot* becomes *doesn't*. Other contractions that illustrate this pattern are *it's* (it is or it has), *let's* (let us), *needn't* (need not), *they're* (they are), and *we're* (we are).
- Even when more than one letter is removed, a single apostrophe replaces the missing letters. For example, the words *might* and *have* become *mighthave*. Then the first two letters of *have* are replaced by an apostrophe. *Mighthave* becomes *might've*. Other illustrations of this pattern are *I'll* (I will), *it's* (it has), and *should've* (should have).
- In contractions ending in 'd, such as *he'd*, the 'd can represent *would* or *had*.
- Remember not to confuse *it's* with *its*, which is the possessive pronoun that means "belonging to it."

### Spelling Practice

On the lines below, write the following word pairs as contractions.

- |                       |                           |
|-----------------------|---------------------------|
| 1. let + us = _____   | 6. might + have = _____   |
| 2. they + are = _____ | 7. he + had = _____       |
| 3. it + is = _____    | 8. need + not = _____     |
| 4. does + not = _____ | 9. we + are = _____       |
| 5. I + will = _____   | 10. should + have = _____ |

### Spelling in Context

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

- Its ten o'clock and all is well. \_\_\_\_\_
- Lets' have a picnic by the lake. \_\_\_\_\_
- Theyr'e ready to leave when you are. \_\_\_\_\_
- We should've checked with you first. \_\_\_\_\_
- You need'nt worry about us. \_\_\_\_\_

**LESSON 13 continued**

**Proofreading Practice**

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

"I'll use these," Ron thought as he reviewed the posters for the school election. "The picture doesn't look as good as it could, but we're not interested in paying an extra charge for reshooting it. I might've looked better if I hadn't smiled so broadly," he said to his mother. "Don't think that," she replied. He'd had a beautiful smile.

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

**Spelling Application**

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

aren't	couldn't	he'll	here's	she'll
we've	who's	who've	won't	you're

- |            |       |
|------------|-------|
| 1. hesll   | _____ |
| 2. eeww    | _____ |
| 3. lleh    | _____ |
| 4. sohwh   | _____ |
| 5. reouy   | _____ |
| 6. ontw    | _____ |
| 7. dtoucln | _____ |
| 8. tnrea   | _____ |
| 9. eeshr   | _____ |
| 10. vehwo  | _____ |

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 14: Possessives

### Word Bank

All Souls' Day	bosses'	Charles Dickens's	children's	Father's Day
G.I.'s	household's	ours	public figure's	senators'

### Key Concepts

A possessive is a word that indicates ownership by a person, place, or thing. For example, "the dog's collar" means "the collar that belongs to the dog." Possessives and contractions are easily confused. The context of the sentence in which the word appears indicates whether it is a possessive or a contraction. Use the following guidelines when spelling possessives.

1. A possessive generally contains an apostrophe, as in *children's*. Not all words with apostrophes are possessive, however; *it's* is the contraction for "it is" or "it has."
2. Possessive pronouns do not use an apostrophe, as in *ours* and *yours*.
3. Placement of the apostrophe changes depending on whether a possessive is singular or plural. If the item belongs to one person, place, or thing, the apostrophe comes before the *s*, even if the noun contains more than one word, as in *public figure's*, or is an abbreviation, as in *G.I.'s*. Note that the word *household* is singular, even though many people may be part of that group. Therefore, the possessive would be singular as well, as in *the household's budget*.
4. Place an apostrophe and *s* at the end of most proper names ending in *s*, as in *Charles Dickens's*.
5. If the plural of a noun ends in *s*, simply add an apostrophe to form the possessive, as in *bosses'* and *senators'*. If the plural does not end in *s*, add an apostrophe and *s*, as in *children's*.
6. The names of many holidays contain possessives. The possessive may be singular, as in *Father's Day*, or plural, as in *All Souls' Day*.

### Spelling Practice

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

1. For singular nouns, add an apostrophe and *s*.  
\_\_\_\_\_
2. For plural nouns ending in *s*, add an apostrophe.  
\_\_\_\_\_
3. For plural nouns that do not end in *s*, add an apostrophe and *s*.  
\_\_\_\_\_
4. For proper nouns, add an apostrophe and *s*.  
\_\_\_\_\_
5. Possessive pronouns have no apostrophe.  
\_\_\_\_\_
6. The names of holidays may contain singular possessives.  
\_\_\_\_\_
7. The names of holidays may contain plural possessives.  
\_\_\_\_\_

**LESSON 14 continued**

**Spelling in Context**

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

- The nanny picked up the \_\_\_\_\_ toys.
- The \_\_\_\_\_ uniform had a camouflage pattern.
- Many people find their \_\_\_\_\_ demands to be unreasonable.
- \_\_\_\_\_ is my favorite holiday because I like to spend time with my dad.
- She visited her mother's grave each year on \_\_\_\_\_.

**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.

Wayne turned on the television to watch the senators's debate, but he soon turned it off in disgust. A public figures's opinion should be easier to understand, he thought. Wayne picked up a copy of Charles Dickens' *Great Expectations*, one of his favorite books. Just then the lights flickered and went out. Wayne sighed. "A households' electric supply should be better than this," he thought as he went in search of a flashlight. "No one on our block has service as poor as ours'."

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Spelling Application**

Listed below are five additional words that fit the patterns you have learned. An apostrophe and the letter s have been provided for each word. Use the code to find the missing letters and build the pyramid.

businesswomen's      defendant's      duchess's      mourners'      sister-in-law's

**CODE**

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

																	'	s
										18	1	7	23	15	8	8		
																	s	'
										25	13	1	10	2	15	10		
																	'	s
										18	15	20	15	2	18	4	2	6
													'	s				
21	1	8	24	2	15	8	8	19	13	25	15	2						
						-			-				'	s				
8	24	8	6	15	10		24	2		3	4	19						

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 15: Syllabication

### Word Bank

biology	cooperative	currency	demolition	digest
dinginess	election	hassle	intrusion	software

### Key Concepts

Sounding out a multisyllable word can help you spell it. Say the word slowly. Listen to the way it breaks naturally into parts, or syllables. Then spell each syllable individually. This process often follows the patterns listed below. Listen to the sounds in each syllable as you study these words.

1. Compound words break into the words of which they are composed, as in *soft-ware*.
2. Prefixes and suffixes usually form separate syllables, as in *dem-o-li-tion*, *din-gi-ness*, *elec-tion*, and *in-tru-sion*.
3. A new syllable usually begins after a long vowel sound, as in *bi-ol-o-gy* and *di-gest*.
4. A single vowel sound may form its own syllable, as in *co-op-er-a-tive*.
5. A syllable with a short vowel sound usually ends with the consonant that follows the short vowel, as in *cur-ren-cy*.

### Spelling Practice

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

- |            |            |                |           |               |           |
|------------|------------|----------------|-----------|---------------|-----------|
| 1. bialogy | demolition | 5. softwear    | digest    | 8. dingyness  | software  |
| _____      | _____      | _____          | _____     | _____         | _____     |
| 2. hassle  | curency    | 6. elecsion    | dinginess | 9. demolision | election  |
| _____      | _____      | _____          | _____     | _____         | _____     |
| 3. dijest  | biology    | 7. cooperative | intrution | 10. intrusion | coopratve |
| _____      | _____      | _____          | _____     | _____         | _____     |
| 4. hasle   | currency   |                |           |               |           |
| _____      | _____      |                |           |               |           |

### Spelling in Context

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

1. The dollar is the \_\_\_\_\_ we use in the United States.
2. \_\_\_\_\_ is my favorite science class.
3. The computer programmer recommended the new \_\_\_\_\_ to her employer.
4. She hoped the child would be \_\_\_\_\_ and go to bed without a fuss.
5. It takes our bodies a long time to \_\_\_\_\_ meat.

**LESSON 15 continued**

**Proofreading Practice**

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

Marty peeked into the room and withdrew because of its dingyness. A thick layer of dust covered the furniture. The cleaning crew would have to get everything back in order. What a hasle that would be! Despite all his years as a police officer, Marty couldn't help feeling that this intrusion was unnecessary. Yet the tenants weren't taking care of the place, and someone had to do something. At least he'd prevent a demolision crew from getting to this building. Maybe his efforts would be remembered during his upcoming elecsion campaign.

- 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.

- accounting      bobbin      boycott      coyness      curiosity
- equipping      gallery      labor      priority      selection

**Across**

- 2. choice among several items
- 4. records of business dealings
- 5. a thirst for knowledge
- 6. a place where art is displayed
- 8. a part of a sewing machine
- 9. something important

**Down**

- 1. to take action against something
- 3. outfitting with equipment
- 5. the act of pretending to be shy
- 7. work

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 16: Soft Final Syllables

### Word Bank

council	embezzle	infinitely	jersey	juror
pillar	restorer	scalpel	sulfur	tribal

### Key Concepts

Some words end in soft final syllables that contain an indistinct vowel sound. This indistinct vowel sound is known as the *schwa* (ə). The schwa sound can be spelled many different ways. Try to visualize these words as you study.

- Endings with the \ə\ sound may be spelled with seven different letter combinations: *al, el, il, ile, le, ol, and ul*. The most common endings are *al*, as in *tribal*, *el*, as in *scalpel*, and *le*, as in *embezzle*. The list of words using the other endings is small enough to commit to memory:  
*consul, council, evil, fossil, fragile, idol, missile, mobile, pencil, pistol, stencil, symbol, tonsil.*
- Endings with the \ər\ sound have six possible letter combinations: *ar, er, or, re, ur, and yr*. The most common endings are *ar*, as in *pillar*; *er* as in *restorer*; and *or*, as in *juror*. Other words include *acre, martyr, murmur, occur, and sulfur*.
- Words that end in a soft, or unstressed \ē\ sound may be spelled with *ey, ie, or y*. There are a few words that end in *ie* or *ey*. Commit this short list to memory. Recognizing these words will help you to spell other words ending in *y*.  
*alley, brownie, collie, curtsey, donkey, hockey, infinitely, jersey, jockey, kidney, monkey, movie, paisley, parsley, prairie, turkey, valley*

### Spelling Practice

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

- |                                 |                                 |                                     |
|---------------------------------|---------------------------------|-------------------------------------|
| 1. counc + (el, il) =<br>_____  | 5. jur + (er, or) =<br>_____    | 8. sulf + (er, ur) =<br>_____       |
| 2. scalp + (al, el) =<br>_____  | 6. restor + (ar, er) =<br>_____ | 9. jers + (ey, ie) =<br>_____       |
| 3. embezz + (el, le) =<br>_____ | 7. pill + (ar, or) =<br>_____   | 10. infinite + (ley, ly) =<br>_____ |
| 4. trib + (al, le) =<br>_____   |                                 |                                     |

**LESSON 16 continued**

**Spelling in Context**

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

- 1. a small, sharp knife used by surgeons \_\_\_\_\_
- 2. a member of a jury \_\_\_\_\_
- 3. a vertical column or building support \_\_\_\_\_
- 4. something belonging to a tribe \_\_\_\_\_
- 5. a mineral that is usually yellow in color \_\_\_\_\_

**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.

Trying to embezzal funds from the student council budget was no small affair. The students had worked hard to raise money to buy a new jersey for each football player. Now Stuart was faced with an infiniteley difficult decision. He could report the offenders, confront them, or ignore the situation. He decided on the first option, hoping to be the restorar of order.

- 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 word that applies to each pattern.

cedar                  diesel                  fatal                  genie                  murmur

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

- 1. Pattern 1: \ər\ spelled as *ar*. \_\_\_\_\_
- 2. Pattern 2: \ər\ spelled as *ur*. \_\_\_\_\_
- 3. Pattern 3: \ə\ spelled as *al*. \_\_\_\_\_
- 4. Pattern 4: \ə\ spelled as *el*. \_\_\_\_\_
- 5. Pattern 5: \ē\ spelled as *ie*. \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Unit 4 Review

### Lessons 13–16

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

1. Her jersy was soaked through by the rain. \_\_\_\_\_
2. The attorney asked for the jurer to be dismissed. \_\_\_\_\_
3. The G.I.s' uniform was neatly pressed. \_\_\_\_\_
4. Our households' income is \$50,000 per year. \_\_\_\_\_
5. The employees were jealous that their bosse's offices were so much larger than their own. \_\_\_\_\_
6. My two senator's opinions on the issue were very different. \_\_\_\_\_
7. She paused for a minute, attempting to dijest the surprising news. \_\_\_\_\_
8. I never speak to telephone salespeople because I resent the intrution on my privacy. \_\_\_\_\_
9. We were relieved to see that the unstable building had been scheduled for demalition. \_\_\_\_\_
10. The sulfer in the water released a strong smell. \_\_\_\_\_

**Listed below are five words that are missing apostrophes. Write the correct spelling of each word on the line provided.**

11. neednt \_\_\_\_\_
12. were \_\_\_\_\_
13. ill \_\_\_\_\_
14. theyre \_\_\_\_\_
15. Fathers Day \_\_\_\_\_

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

16. software      softwear      \_\_\_\_\_
17. embezzel      embezzle      \_\_\_\_\_
18. dingyness      dinginess      \_\_\_\_\_
19. trible      tribal      \_\_\_\_\_
20. restorer      restoror      \_\_\_\_\_

# Spelling Power

## Proofreading Application

### Lessons 13–16

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

June 1, 2000

To the members of the school board:

I wish to file a formal letter of complaint about the school board’s handling of several major issues. First, I learned that the board has slashed the budget for the advanced biology program at the high school. Even one less scalple in the science lab shortchanges our students. Surely the small amount of curency spent on this program is worth the investment.

The all-day celebration of homecoming at the high school was also an error in judgment. Its an extracurricular activity that neednt detract from the regular schedule. The administration shoul’dve remembered that academics take first priority.

Finally, I am outraged that a number of literary classics, including Charles Dickens *Oliver Twist*, have been removed from the library’s shelves because of “offensive” content. Doesn’t the literary merit of these books outweigh the need to “protect” our childrens’ minds from serious issues?

I have attempted to raise my concerns at an open meeting of the town council, but the members of the board were not cooprative. It’s infiniteley upsetting to me that a trustee of the school district would have so little regard for the concerns of ordinary families such as ours’. A public figures’ actions should reflect his status as a piller of our community.

Lets’ take the time to discuss these issues before the next electian. I do not wish to hasle the board. Please take time to dijest what I’ve said, and then we can laber over a solution.

Sincerely,  
Doris M. Loper

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

# Spelling Power

## Lesson 17: Prefixes

### Word Bank

accumulation	antiseptic	biannual	confirm	disinherit
monotony	prearranged	revert	subhuman	unity

### Key Concepts

A prefix is a syllable that can be added to the beginning of a word or a word root. Adding a prefix typically alters the meaning of the original word or word root. Try to visualize these common words as you study them.

- Knowing the meaning of a prefix can help you learn the meaning of a word with that prefix. For example, if you know that *sub-* means "below," you can guess that *subhuman* means "inferior to a human." The prefix *pre-* means "before," so *prearranged* means "arranged ahead."
- A prefix can have more than one meaning. The prefix *re-* can mean "return or go back" or "again." *Revert* means "return to previous behavior," while *relocate* means "to locate again."
- Adding a prefix to a word usually does not change the word's original spelling.  
 anti + septic = antiseptic      bi + annual = biannual      dis + inherit = disinherit
- When a prefix comes before a word root that cannot stand alone, the spelling of the original word root is usually not affected.  
 mono + tony = monotony      uni + ty = unity
- In some cases, however, adding a prefix to a word does require a change in the spelling of the prefix.  
 com + firm = confirm      ad + cumulation = accumulation

### Spelling Practice

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

- |                               |                             |                            |
|-------------------------------|-----------------------------|----------------------------|
| 1. ad + cumulation =<br>_____ | 5. mono + tony =<br>_____   | 8. com + firm =<br>_____   |
| 2. uni + ty =<br>_____        | 6. anti + septic =<br>_____ | 9. re + vert =<br>_____    |
| 3. dis + inherit =<br>_____   | 7. bi + annual =<br>_____   | 10. sub + human =<br>_____ |
| 4. pre + arranged =<br>_____  |                             |                            |

**LESSON 17 continued**

**Spelling in Context**

Add a prefix to each word or word root below to make one of the words from the Word Bank.

- |            |       |             |       |
|------------|-------|-------------|-------|
| 1. firm    | _____ | 4. arranged | _____ |
| 2. inherit | _____ | 5. human    | _____ |
| 3. annual  | _____ |             |       |

**Proofreading Practice**

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

The acumulation of snow was unbelievable. Shayna smelled the anteseptic solution from the hospital corridor. She hated the monatony and wanted to reevert to being a kid—to build a snowman—but she knew that until her injury healed, there would be little unety between dreams and reality.

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

**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 or words from the maze to which each pattern applies.

assort                  condense                  disability                  relocate                  submerge

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

- Pattern 1: Sometimes adding a prefix changes the spelling of the prefix. \_\_\_\_\_
- Pattern 2: Change the prefix *com-* to *con-* before a consonant. \_\_\_\_\_
- Pattern 3: The spellings of the prefix and the original word do not change.  
 \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 18: The Suffixes *-ance*, *-ence*, *-ant*, *-ent*

### Word Bank

acceptance	brilliant	circumference	defendant	evident
hesitant	prominent	radiance	reference	resistance

### Key Concepts

A suffix is a syllable that can be added to the end of a word. Like prefixes, suffixes have their own meanings, so adding a suffix to a word changes the meaning or function of the original word. This lesson explores four common suffixes: *-ance*, *-ence*, *-ant*, and *-ent*. Because the spelling of words with these suffixes can be confusing, try to visualize the words as you study them.

1. The suffixes *-ance* and *-ence* both mean “the quality of” and are used to create nouns. For example, *resistance* means “the quality or state of resisting.”
2. Because *-ance* and *-ence* are pronounced the same way, you will have to commit to memory the words that use these endings. Examples are *acceptance*, *radiance*, *circumference*, and *reference*.
3. Adding the suffixes *-ant* or *-ent* to words can create either nouns or adjectives. When used to create nouns, *-ant* and *-ent* refer to a person or thing that has the characteristic of the word root. For example, *defendant* means “one who defends or is defended.”
4. When used to create adjectives, the suffixes *-ant* and *-ent* refer to a person, place, or thing “that does” or “that shows” the action of the word root. For example, *hesitant* means “hesitating.”
5. The suffixes *-ant* and *-ent* are pronounced the same way. Becoming familiar with words that use these endings is the best way to learn how to spell them. Examples are *brilliant*, *evident*, and *prominent*.

### Spelling Practice

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

- |     |               |               |       |
|-----|---------------|---------------|-------|
| 1.  | resistance    | resistence    | _____ |
| 2.  | circumference | circumferance | _____ |
| 3.  | defendent     | defendant     | _____ |
| 4.  | evitant       | evident       | _____ |
| 5.  | radiance      | radience      | _____ |
| 6.  | referance     | reference     | _____ |
| 7.  | prominant     | prominent     | _____ |
| 8.  | acceptance    | acceptence    | _____ |
| 9.  | brilliant     | brillient     | _____ |
| 10. | hesitant      | hesitent      | _____ |

**LESSON 18 continued**

**Spelling in Context**

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

- The \_\_\_\_\_ scientist helped discover a cure for cancer.
- There is a geometric formula to find the \_\_\_\_\_ of a circle.
- A dictionary is a valuable \_\_\_\_\_ book.
- She was \_\_\_\_\_ to confide in him because he had never kept a secret.
- The \_\_\_\_\_ pleaded his case before the judge.

**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.

Maria Lopez walked proudly to center stage. Her confident attitude gave her an inner radiance. As a prominent attorney, she rarely had the chance to address a group of students and she relished this opportunity. Yet she could sense the resistance. After all, she would be addressing a very controversial topic—drug abuse. It was evident that she would have to work to win acceptance.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Spelling Application**

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

ignorant      independent      insurance      negligence      patience

**CODE**

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

						a	n	t		
		24	8	5	16	2				
						e	n	c	e	
		10	13	18	24					
						a	n	c	e	
		24	5	20	4	2				
						e	n	c	e	
		5	6	8	7	24	8			
								e	n	t
	24	5	11	6	10	6	5	11		

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 19: The Suffixes *-ize*, *-ise*, *-yze*

### Word Bank

compromise	criticize	economize	exercise	organize
revolutionize	socialize	supervise	symbolize	visualize

### Key Concepts

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

1. The ending *-ize* is the most commonly used suffix in this group. It is often added when the original word or word root ends in a consonant, as in *criticize*, *organize*, *revolutionize*, *socialize*, *symbolize*, and *visualize*.
2. If the word or word root ends in *y*, the *y* may be deleted before adding *-ize*. For example, drop the *y* in *economy* before adding the *-ize* ending to form *economize*.
3. The suffix *-ise* often follows the letters *c*, *m*, *v*, and *pr*, as in *compromise*, *exercise*, and *supervise*.
4. Only a few verbs end in *-yze*. Commit words such as *analyze* and *paralyze* to memory.

### Spelling Practice

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

- |           |       |               |       |
|-----------|-------|---------------|-------|
| 1. econom | _____ | 6. revolution | _____ |
| 2. critic | _____ | 7. organ      | _____ |
| 3. social | _____ | 8. superv     | _____ |
| 4. exerc  | _____ | 9. comprom    | _____ |
| 5. visual | _____ | 10. symbol    | _____ |

### Spelling in Context

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

1. to oversee \_\_\_\_\_
2. to put in order \_\_\_\_\_
3. to find fault with \_\_\_\_\_
4. to form a mental picture of \_\_\_\_\_
5. to use signs to represent something; to stand for \_\_\_\_\_

**LESSON 19 continued**

**Proofreading Practice**

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

When Rick, the owner of a local gymnasium, decided to make some major changes, his partners were timid. They wanted him to economise. He disagreed, saying that his ideas would revolutionise the notion of "being fit." His plans included adding a restaurant where people could socialyze after they exercised. The partners agreed to compromize. They decided to offer juices and health drinks rather than full meals.

- 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.

- advise                  despise                  disguise                  energize                  idolize
- recognize              revise                  surprise                  summarize              sympathize

**Across**

- 1. to create the unexpected
- 3. to hate
- 4. to worship
- 6. to create momentum or energy
- 8. to mask
- 9. to identify

**Down**

- 1. to restate, generally in shorter form
- 2. to offer sympathy
- 5. to counsel or offer wisdom
- 7. to make changes or alterations

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 20: Word Roots

### Word Bank

biography	geology	hydraulic	missile	persist
prescribe	sophisticated	transcript	transfer	transmit

### Key Concepts

Word roots contain the basic meanings of words. Some word roots, such as *pose* and *scribe*, are complete words. Others need prefixes and suffixes. Many prefixes and suffixes can be added to word roots without altering the spelling of the word roots, as in *prescribe*. Sometimes changes have to be made. For example, to add the suffix *-ive* to the word root *pense*, drop the *e* in *pense* to create *pensive*. Learning the spellings of word roots will help you master the spelling of words that contain them.

1. The word roots *sist* (to stand) and *fer* (to carry) are Latin. A word root may need a prefix to form a word, as in *persist* and *transfer*.
2. The Latin word root *miss/mit* means "to send." It is used in many words, such as *missile* and *transmit*.
3. The Latin word root *scribe/script* means "to write." The *scribe* word root is used in verbs such as *prescribe*. *Script* is used in nouns such as *transcript*. The Greek word root *graph* also means "to write." It appears in words such as in *biography*.
4. The Greek word root *soph* means "wise," as in *sophisticated*.
5. The Greek word root *hydr* means "water," as in *hydraulic*.
6. The Greek word root *logy* means "the study of," as in *geology*.

### Spelling Practice

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

- |                  |            |       |
|------------------|------------|-------|
| 1. prescribe     | hidraulic  | _____ |
| 2. persist       | biograffy  | _____ |
| 3. misile        | geology    | _____ |
| 4. hydraulic     | transferr  | _____ |
| 5. sofisticated  | transcript | _____ |
| 6. missile       | transmiss  | _____ |
| 7. transkript    | transfer   | _____ |
| 8. sophisticated | percist    | _____ |
| 9. prescripe     | transmit   | _____ |
| 10. biography    | geology    | _____ |

**LESSON 20 continued**

**Spelling in Context**

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

1. The world leaders decided to destroy the \_\_\_\_\_ silos as a sign of peace.
2. Martha enjoyed the latest \_\_\_\_\_ of Abraham Lincoln.
3. The workers used the \_\_\_\_\_ lift to reach the high shelves.
4. Debra asked the doctor to \_\_\_\_\_ an antibiotic for her infection.
5. Reggie wanted an outfit that would make him feel \_\_\_\_\_.

**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.

Helen wanted to transfer into an advanced geology class. Mr. Hayes, her college advisor, argued against it, but Helen decided to persist. She offered to transmit to him a transcript of her grades. When Mr. Hayes saw Helen's grades in related courses, he was convinced that she would do well.

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

autograph	concise	dismissal	ecology	hydrant
pensive	persist	philosopher	prefer	transmission

- |                       |                          |                          |
|-----------------------|--------------------------|--------------------------|
| 1. spenvie<br>_____   | 5. rtnassimsino<br>_____ | 8. oesceni<br>_____      |
| 2. touargpah<br>_____ | 6. eoogcly<br>_____      | 9. rrepfe<br>_____       |
| 3. sseirtp<br>_____   | 7. sidmisals<br>_____    | 10. ehoipospIrh<br>_____ |
| 4. antryhd<br>_____   |                          |                          |

Copyright © by The McGraw-Hill Companies, Inc.

**Spelling Power**

**Unit 5 Review**

**Lessons 17–20**

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

- 1. The exercize routine was very strenuous for those who had not been active. \_\_\_\_\_
- 2. The radience of the moon lit the night sky. \_\_\_\_\_
- 3. My thesaurus is the one referance tool I cannot do without. \_\_\_\_\_
- 4. Theresa felt so strongly about the issue that she could not compromize. \_\_\_\_\_
- 5. The mediator offered to prearrange for a neutral meeting place. \_\_\_\_\_
- 6. She measured the circle's circumferance and wrote the figure in her notebook. \_\_\_\_\_
- 7. His description helped us visualise the seacoast in our minds. \_\_\_\_\_
- 8. The defendent stood tall in the courtroom as the verdict was read. \_\_\_\_\_
- 9. I hope that Joseph doesn't reevert to his old habit of snacking on fatty foods. \_\_\_\_\_
- 10. If I do not organise my closet, I will not be able to find anything to wear. \_\_\_\_\_

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

- 11. to cut back on spending \_\_\_\_\_
- 12. to turn something over to someone \_\_\_\_\_
- 13. to oversee \_\_\_\_\_
- 14. to mix with friends \_\_\_\_\_
- 15. a written report or record \_\_\_\_\_

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

- 16. symbolize      symbolise      \_\_\_\_\_
- 17. misille      missile      \_\_\_\_\_
- 18. disinherit      disinherit      \_\_\_\_\_
- 19. geology      geology      \_\_\_\_\_
- 20. hydraulic      hidralic      \_\_\_\_\_

**Spelling Power**

**Proofreading Application**

**Lessons 17–20**

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

*Scientists Continue Search for Cure for Cancer*

Prominant scientific researchers continue to work to find a cure for cancer. They are hesitent to make any claim until they can comfirm their findings. Important discoveries are usually the acumulation of many years of sophisticatd research by brilliant scientists. These dedicated detectives percist in hunting down all leads. They transmitt their findings for publication only when it is evidant that they have made a breakthrough.

One scientist has found a link between subbhuman particles within normal cells and cancer cells. The discovery was made while the scientist was working with an anteseptic solution. Now that the substance has been identified, the scientist is hoping to create a vaccine. He hopes that one day doctors can prescript this vaccine for their patients. The scientist spoke of the monotoney of the years of research and how that effort had finally yielded a promising result. According to his biograffy, published by the research institute, this scientist has been working in the field for twenty years. He is hoping that his findings will revolutionise the treatment of cancer.

The announcement of this discovery was made at the biennual meeting of the cancer research community. Some scientists critise the announcement and offer resistance to the discovery. They want to take time to analyze the results carefully. The researcher who made the discovery is confident of acceptance of his findings by his colleagues. He noted that there is unety of purpose in the search for a cure.

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

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 21: Noun Suffixes

### Word Bank

accuracy	cowardice	criticism	division	gratitude
optician	politician	possession	reality	superstition

### Key Concepts

A suffix is an ending that can be added to a word to form another word with a different meaning or function. Sometimes a word's existing ending must be dropped or changed so that a suffix can be added. Adding a suffix to a word often changes it from one part of speech to another. To help identify and spell nouns, keep the following suffixes and their meanings in mind. Then try to visualize these words as you study them.

1. The suffix *-tion* has the sound \shən\ or \chən\. It indicates an action, condition, process, or result, as in *superstition*.
2. The suffix *-sion* has the sound \shən\ or \zhən\. It also indicates an action, condition, process, or result, as in *possession* and *division*.
3. The suffix *-ity* means "the state or the condition of being a certain way," as in *reality*.
4. The suffixes *-cy* and *-y* indicate qualities or actions, as in *accuracy* and *inquiry*.
5. The suffixes *-ician*, *-er*, *-or*, and *-ist* indicate a person who does or is skilled in something, as in *optician* and *politician*.
6. The suffix *-ism* indicates an action, result, or condition, as in *criticism*.
7. The suffixes *-tude* and *-ice* express abstract qualities or ideas, as in *cowardice* and *gratitude*.

### Spelling Practice

Combine each word and suffix below to form a noun. Write the new word on the line provided.

- |                                 |                           |
|---------------------------------|---------------------------|
| 1. grateful + tude = _____      | 6. coward + ice = _____   |
| 2. political + ian = _____      | 7. optic + ian = _____    |
| 3. real + ity = _____           | 8. accurate + cy = _____  |
| 4. superstitious + tion = _____ | 9. critical + ism = _____ |
| 5. possess + ion = _____        | 10. divide + sion = _____ |

### Spelling in Context

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

1. person who is involved in politics \_\_\_\_\_
2. the opposite of fantasy \_\_\_\_\_
3. something that is owned, occupied, or controlled \_\_\_\_\_
4. quality of being thankful \_\_\_\_\_
5. the process of breaking something down into parts \_\_\_\_\_

**LESSON 21 continued**

**Proofreading Practice**

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

Dorothy's fear of an old superstision haunted her all day. She had cracked her mirrored sunglasses, and she knew that bad luck would follow. Not even the criticizm of the optishun who replaced her lenses changed her mind. She believed in the accuricy of the prediction beyond any doubt and decided to hide in her house until the bad luck hit. Just before twilight, her vigil of cowardace ended when she spilled grape juice on her favorite white sweater. She could relax!

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

**Spelling Application**

Listed below are five additional words that use the 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.

attitude      civilization      democracy      mathematician      patriotism

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

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 22: Adjective Suffixes

### Word Bank

cautious	dangerous	delicious	desirable	famous
horrible	laughable	legible	navigable	permissible

### Key Concepts

A suffix is an ending that can be added to a word to form a new word with a different meaning or function. Sometimes a word's existing ending must be dropped or changed so that a suffix can be added. Adding a suffix to a word often changes it from one part of speech to another. When adding a suffix to a word to form a descriptive adjective, keep the following suffixes and their meanings in mind. Then visualize each word to help you recall its spelling.

- The suffix *-ous* is added to complete nouns to form adjectives that mean "full of" or "characterized by." If the noun ends in silent *e*, drop the *e* before adding the suffix.  
 danger + ous = dangerous      fame + ous = famous
- Words ending with the suffixes *-cious* and *-tious* should be committed to memory. Both suffixes are pronounced as \shəs\, as in *delicious* and *cautious*.
- The suffix *-able* is added to a complete verb, a verb that ends in a silent *e* that has been dropped, or a word root that ends in a hard *c* or *g* to form an adjective. It means "able" or "capable of being." Examples include *laughable*, *desirable*, and *navigable*.
- The suffix *-ible* is added to a word root that ends in *ss*, a word root that ends in a soft *c* or *g*, or a word root that is not a complete word. Its meaning is the same as *-able*. Examples include *permissible*, *legible*, and *horrible*.

### Spelling Practice

Listed below are ten spelling patterns. On the line following each pattern, write the word from the Word Bank to which the pattern applies.

- Add *-able* if a word ends in a hard *c* or *g*. \_\_\_\_\_
- Add *-ible* to word roots that end in *ss*. \_\_\_\_\_
- Commit to memory the letter patterns of words ending with the suffix *-tious*. \_\_\_\_\_
- If a noun ends in a silent *e*, drop the *e* before adding *-ous*. \_\_\_\_\_
- Commit to memory the spelling of words ending with the suffix *-cious*. \_\_\_\_\_
- Add *-ous* to nouns that are whole words. \_\_\_\_\_
- Add *-able* if the word root is a complete word. \_\_\_\_\_
- Add *-ible* if the word ends in a soft *g*. \_\_\_\_\_
- Add *-able* if the word ends in a silent *e* that has been dropped. \_\_\_\_\_
- Add *-ible* if the word root is not a complete word. \_\_\_\_\_



**Spelling Power****Lesson 23: Verb Suffixes****Word Bank**

clarify	congregate	deepen	designate	humidify
intensify	liberate	stupefy	tolerate	widen

**Key Concepts**

The addition of some suffixes changes a word or a word root into a verb. To identify and spell verbs, keep the following common verb suffixes in mind. Note that not every word root can stand without a suffix. For example, the word *congregate* without the *-ate* suffix is not a complete word.

1. The suffix *-ate* means "to make," "to become," or "to form," as in the words *congregate*, *liberate*, and *tolerate*. When adding *-ate* to a complete word that ends in a consonant, simply add the suffix, as in *designate*.
2. The suffix *-en* means "to become" or "to cause to be." Adjectives can sometimes be changed to verbs by adding *-en*, as in *deepen*. If there is a silent *e* at the end of the word root, drop the *e* and add *-en*.
3. The suffix *-fy* means "to make" or "to produce." If the word root ends in a consonant, an *i* is usually added before the suffix, as in *humidify* and *clarify*. Sometimes an *e* comes before the *-fy*, as in *stupefy*.
4. If a word root ends in a silent *e*, the *e* is usually replaced with an *i* before adding *-fy*, as in *intensify*.

**Spelling Practice**

In each case below, decide which suffix should be added to make a word. Then write the new word.

- |                                   |                                     |  |
|-----------------------------------|-------------------------------------|--|
| 1. humid + (fy, en) =<br>_____    | 5. tolerable + (fy, ate) =<br>_____ | 8. deep + (en, fy) =<br>_____          |
| 2. wide + (en, ate) =<br>_____    | 6. intense + (fy, en) =<br>_____    | 9. congregation + (fy, ate) =<br>_____ |
| 3. clarity + (ate, fy) =<br>_____ | 7. stupid + (ate, fy) =<br>_____    | 10. liberal + (ate, en) =<br>_____     |
| 4. design + (en, ate) =<br>_____  |                                     |  |

**Spelling in Context**

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

1. to fill the air with moisture \_\_\_\_\_
2. to collect or gather \_\_\_\_\_

**LESSON 23 continued**

- 3. to set aside for a special purpose \_\_\_\_\_
- 4. to make dull or deprive of sensation \_\_\_\_\_
- 5. to set free \_\_\_\_\_

**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.

Tasha’s series of failed experiments began to upset her, but her supervisor told her that a chemist had to be able to tolarate failure. She was not successful in her attempts to clarefy where she was making her mistakes. She knew she would have to intensefy her efforts and widin her research, but working through the weekend just caused Tasha’s frustration to deepin.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Application**

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

circulate      glorify      heighten      qualify      roughen

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

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 24: Adverb Suffixes

### Word Bank

automatically	clockwise	dully	endways	heavenward
knowingly	ordinarily	regretfully	reliably	spryly

### Key Concepts

The addition of some suffixes changes a word or a word root into an adverb. To identify and spell adverbs, keep the following patterns in mind. Visualize these words as you study them.

1. The suffix *-ward* means "in the direction," as in *heavenward*. The suffix *-wise* means "in the manner," as in *clockwise*. The suffix *-ways* may have the same definition as *-ward* or *-wise*, as in *endways*.
2. The suffix *-ly* means "in a particular manner" or "to a particular extent." The suffix *-ly* can be added to many word roots to form adverbs without changing spelling, as in *knowingly*.
3. To add *-ly* to a word that ends in a consonant + *le*, drop the *le*, as in *reliably*.
4. If an adjective ends in *ic*, add *-ally* to form an adverb, as in *automatically*.
5. If a word ends with a single *l*, add *-ly* to form an adverb, as in *regretfully*.
6. If a word ends in a double *l*, drop the final *l* when adding *-ly*, as in *dully*.
7. Generally, for a one-syllable word that ends in a consonant + *y*, simply add *-ly*, as in *spryly*.
8. In a word of more than one syllable that ends with a consonant + *y*, change the *y* to *i* before adding *-ly*, as in *ordinarily*.

### Spelling Practice

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

- |                           |                             |
|---------------------------|-----------------------------|
| 1. end + ways = _____     | 6. automatic + ally = _____ |
| 2. dull + ly = _____      | 7. clock + wise = _____     |
| 3. knowing + ly = _____   | 8. ordinary + ly = _____    |
| 4. regretful + ly = _____ | 9. spry + ly = _____        |
| 5. reliable + ly = _____  | 10. heaven + ward = _____   |

### Spelling in Context

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

1. The directions said to wind the toy clockwise. \_\_\_\_\_
2. The preacher cast his eyes heavenword after his sermon was finished. \_\_\_\_\_
3. We can count on the paper carrier to reliabely deliver the paper on time. \_\_\_\_\_
4. The stars shone so duly that Irma put away her telescope. \_\_\_\_\_
5. She set the box down endway instead of flat as instructed, so the dishes broke. \_\_\_\_\_

**LESSON 24 continued**

**Proofreading Practice**

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

Ordinarily, Guido would not have thought twice about the visitor looking around the farm. However, the stranger attracted attention when he sprily ran away from the horse stalls. When Guido automaticly shouted a greeting to him, the stranger hurried to his car and sped away. This behavior made Guido suspicious, and he reported the incident to his father. His father nodded knowinly and decided regretfully to send Bell Boy, the favorite to win the Kentucky Derby, to his sister’s ranch until after the race.

- 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.

- carefully      fully      heartily      leisurely      otherwise
- possibly      readily      shyly      skyward      terrifically

**Across**

- 3. slowly
- 5. magnificently
- 7. completely
- 9. in the direction of the clouds
- 10. cautiously

**Down**

- 1. perhaps
- 2. bashfully
- 4. in a different way
- 6. willingly
- 8. with enthusiasm

Copyright © by The McGraw-Hill Companies, Inc.

**Spelling Power**

**Unit 6 Review**

**Lessons 21–24**

**Decide which suffix should be added to each word or word root to make a new word. Then write the new word on the line provided.**

- 1. laugh + (able, ible) = \_\_\_\_\_
- 2. leg + (able, ible) = \_\_\_\_\_
- 3. dull + (ally, ly) = \_\_\_\_\_
- 4. fame + (ious, ous) = \_\_\_\_\_
- 5. horr + (able, ible) = \_\_\_\_\_

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

- 6. sprily                      intensify                      \_\_\_\_\_
- 7. congregate              realety                              \_\_\_\_\_
- 8. ordinarily                endwaze                            \_\_\_\_\_
- 9. criticism                  permissible                        \_\_\_\_\_
- 10. heavenward              accuracy                            \_\_\_\_\_

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

- 11. The lack of oxygen appeared to stupfiy the climbers, who became disoriented and tired. \_\_\_\_\_
- 12. You must visit the optican to get a new pair of glasses. \_\_\_\_\_
- 13. The principal said that she would tolereat no interruptions. \_\_\_\_\_
- 14. If you hold the jar while I turn the lid clockways, we might be able to open it. \_\_\_\_\_
- 15. Although everyone liked the polition, no one voted for him. \_\_\_\_\_
- 16. Intelligence is a desirable quality in a study partner. \_\_\_\_\_
- 17. You will need to humidefy your room in order to get rid of that cough. \_\_\_\_\_
- 18. He was successful on his third attempt to liberaet the hostages. \_\_\_\_\_
- 19. It is a common superstician that breaking a mirror brings bad luck. \_\_\_\_\_
- 20. It was difficult to feel sympathy for characters who displayed such cowardis. \_\_\_\_\_

# Spelling Power

## Proofreading Application

### Lessons 21–24

**Read the body of the memo from the class president to parents. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the memo.**

I would like to introduce myself as the new freshman class president. My intention is to reliably represent my class and to deepin the relationship between home and school.

#### *Fund-Raising Activities*

The class would like to extend its gratitued to all who participated in the bake sale. The community and class members baked many delituous foods. After the divition of the profit, the food pantry and the homeless shelter each received two hundred dollars. Please let us know of any other worthwhile local causes. We would never knowingly pass up the chance to help our town.

The ninth grade class automaticaly receives a percentage of the profit of the school magazine drive. They will use this and other funds in their possession to help finance the first freshman dance.

#### *Social Activities*

The administration is asking students and parents to congregat in the stadium on Thursday, September 26, at 7:00 P.M. for the dedication of the new sports arena. Ordinaryly, parking is allowed in the south lot. However, the construction to widin the auditorium has made this area dangerous and not easily navigable, so it is permissable to park on the hockey field. If needed, we will desigate another area for parking.

Regretfully, there has been some confusion about the dates of the dances and Super Saturdays. I will intensfy my efforts to clarefy the schedule.

#### *Miscellaneous Notes*

The administration has asked me to pass on some reminders. Please be cautous in the construction area. It should be fuly safe by the end of next week. Also, parents who possess a talent for accuricy with numbers are needed to tally magazine drive receipts. Please call the school to volunteer.

I look forward to serving the freshman class.

Sincerely,  
Anna Smith  
Freshman Class President

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

# Spelling Power

## Lesson 25: Compound Words

### Word Bank

blue gray	brother-in-law	drive-in	forty-five	long-lived
sacklike	self-conscious	tape recording	warehouse	well-done

### Key Concepts

A compound word—a word that consists of two or more words that are combined to make a new word—can be a noun or an adjective. There are three types of compound words. A solid compound is a combination of words spelled as one word. An open compound is a combination of words that forms a single concept but is spelled as two or more words without a hyphen. A hyphenated compound is a combination of words joined by one or more hyphens. The following are a few of the guidelines for spelling compound words. When in doubt about the proper spelling of a compound word, consult your dictionary.

- Hyphenate compound nouns that end with *in*, as in *drive-in*.
- Hyphenate numbers from twenty-one to ninety-nine, as in *forty-five*.
- Hyphenate compound adjectives such as *well-done* and *long-lived* when they precede a noun, but leave them open if they follow a noun. For example, write a “*well-done* performance,” but “a performance that was well done.” If the meaning of an open compound that follows a noun is unclear, hyphenate it.
- Hyphenate most compound adjectives that begin with *all*, *half*, or *self*, as in *self-conscious*.
- Hyphenate compound words that indicate family relationships by the words *great* and *in-law*, as in *brother-in-law*. Compound words with *grand* are closed, as in *grandfather*.
- Compound words formed with the suffix *-like* are usually closed, as in *sacklike*.
- Compound nouns made up of a noun + a gerund (the *-ing* form of a verb) can be open or closed, as in *tape recording* and *dressmaking*.
- Most compounds formed with *house* and *ache* are closed, as in *warehouse* and *headache*.
- Compounds for colors that indicate blends are usually left open, as in *blue gray*.

### Spelling Practice

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

- |                         |                      |       |
|-------------------------|----------------------|-------|
| 1. blue-gray uniform    | blue gray uniform    | _____ |
| 2. drive in movie       | drive-in movie       | _____ |
| 3. warehouse            | ware house           | _____ |
| 4. tape recording       | tape-recording       | _____ |
| 5. forty-five musicians | forty five musicians | _____ |
| 6. sack-like dress      | sacklike dress       | _____ |

**LESSON 25 continued**

- 7. long lived family      long-lived family      \_\_\_\_\_
- 8. well done steak      well-done steak      \_\_\_\_\_
- 9. brother-in-law      brother in-law      \_\_\_\_\_
- 10. self conscious child      self-conscious child      \_\_\_\_\_

**Spelling in Context**

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

- 1. The businesswoman was self conscious when she spoke in public. \_\_\_\_\_
- 2. Melanie informed him that the ware-house was full. \_\_\_\_\_
- 3. Adam preferred eating well done hamburgers. \_\_\_\_\_
- 4. William has forty five great-grandchildren. \_\_\_\_\_
- 5. Stella had trouble finding her keys in her sack-like purse. \_\_\_\_\_

**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.

It had been a long time since Lynn had been to the drive in. The tape-recording from the old movie brought back those memories as if it were yesterday. She remembered her dad and his sister and brother in law piling the children into the blue-gray station wagon and her cousins spilling the popcorn they had brought from home. Lynn sighed as she recalled many of her family's good times. She was glad she had such long lived memories.

- 1. \_\_\_\_\_      3. \_\_\_\_\_      5. \_\_\_\_\_
- 2. \_\_\_\_\_      4. \_\_\_\_\_

**Spelling Application**

Listed below are five additional words that fit the patterns you have learned. Choose the correct word to answer each question and write the word on the line provided.

cookbook      decision making      follow-up      headache      self-confident

- 1. Which words are solid compounds?      \_\_\_\_\_      \_\_\_\_\_
- 2. Which word is an open compound?      \_\_\_\_\_
- 3. Which words are hyphenated compounds?      \_\_\_\_\_      \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 26: The Word Roots *cede/ceed/ces* and *cept/ceive*

### Word Bank

acceptable	concession	exceed	exceptional	preceding
procedure	procession	receptionist	receivable	recess

### Key Concepts

There are many common word roots that contain the basic meanings of words. The word root *cede/ceed/ces* means “go.” The word root *cept/ceive* means “take.” Keep the following guidelines in mind when spelling words with these word roots.

1. The word root *cede* and its variant *ceed* can be difficult to spell because they are both pronounced the same way. Remember that the *ceed* spelling is used in only a few words, such as *exceed*, *succeed*, and *proceed*.
2. Drop the final *e* in *cede* when adding a suffix that begins with a vowel. For example, *precede* becomes *preceding*.
3. The *ces* word root variant appears in many nouns and adjectives, as in *concession*, *procession*, and *recess*.
4. The word root *cept/ceive* follows prefixes, as in *acceptable*, *exceptional*, and *receive*. When adding a suffix that begins with a vowel to a *ceive* word, drop the final *e*, as in *receivable*.
5. The *ceive* word root changes to *cept* before *ion*. For example, *receive* becomes *receptionist*.

### Spelling Practice

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

- |   |  |  |
|---|--|--|
| <p>1. procesion<br/>receivable<br/>_____</p>    | <p>5. concesion<br/>receptionist<br/>_____</p> | <p>8. acceptable<br/>procedure<br/>_____</p>   |
| <p>2. concession<br/>excede<br/>_____</p>       | <p>6. reces<br/>procession<br/>_____</p>       | <p>9. preceding<br/>receptionist<br/>_____</p> |
| <p>3. recess<br/>proceedure<br/>_____</p>       | <p>7. exceed<br/>preceeding<br/>_____</p>      | <p>10. exeptional<br/>acceptable<br/>_____</p> |
| <p>4. receiveable<br/>exceptional<br/>_____</p> |  |  |

**LESSON 26 continued**

**Spelling in Context**

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

1. The doctor said that the \_\_\_\_\_ would take only ten minutes.
2. If you \_\_\_\_\_ the time allotted, you will be penalized.
3. The student did not want to play during \_\_\_\_\_, but the teacher encouraged him to take a break from schoolwork.
4. The \_\_\_\_\_ stand sold popcorn and ice cream.
5. The shipping clerk said that the order would be \_\_\_\_\_ on Tuesday.

**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.

It was an exceptional day for the law firm. The procesion of children marched past the board members and their receptionist. The lawyers smiled, knowing that the playground they had built was a beginning—a better than acceptable solution to the problems they had been addressing in the preceeding months.

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.

accept	access	concede	conceive	deceptive
excessive	intercede	proceeding	recede	succession

- |              |       |             |       |
|--------------|-------|-------------|-------|
| 1. sescxveei | _____ | 6. ccpat    | _____ |
| 2. sssceiuon | _____ | 7. eeerdc   | _____ |
| 3. eeedvicpt | _____ | 8. ieeocnv  | _____ |
| 4. gneidrdoc | _____ | 9. eeintcdr | _____ |
| 5. ssccea    | _____ | 10. cceedon | _____ |

**Spelling Power****Lesson 27: Words Borrowed from Other Languages****Word Bank**

aloha	boutique	chaise longue	fiancée	hacienda
khaki	Mardi Gras	noel	tortilla	villa

**Key Concepts**

This lesson focuses on words that were borrowed from other languages and have become part of the English language. Few recognizable patterns apply to the spelling of these words. However, knowing their origins can help you remember how to spell them. If a foreign word has become part of the English language, you will find it in a dictionary with its origin indicated. Try to visualize these words as you study their spelling.

- Many French words end in silent letters, including *boutique*, “a small, fashionable shop” and *chaise longue*, “a long reclining chair.” Other words with French origins include *Mardi Gras*, “Fat Tuesday”; *noel*, “a Christmas carol”; and *fiancée*, “a woman engaged to be married.” The accent mark over the *e* indicates that it is pronounced \ā\.
- Some words come from the Spanish language. These words commonly end with the letter *a*, as in *hacienda*, “a large estate,” and *tortilla*, “round, flat, unleavened bread.”
- Words from other languages include *villa*, “a country estate” in Italian; *aloha*, “hello” or “goodbye” in Hawaiian; and *khaki*, “a light yellowish brown” in Hindi.

**Spelling Practice**

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

1. chais lounge    chaise longue    5. tortilla    torteya    8. Marde Gra    Mardi Gras

\_\_\_\_\_

2. noele    noel    6. fianca    fiancée    9. bouteck    boutique

\_\_\_\_\_

3. villa    vila    7. khaki    kacki    10. haceyenda    hacienda

\_\_\_\_\_

4. alowha    aloha

\_\_\_\_\_

**Spelling in Context**

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

- On Christmas Eve, the church choir sang Monique’s favorite \_\_\_\_\_.
- When they arrived in Hawaii, they were greeted by cries of “\_\_\_\_\_.”

**LESSON 27 continued**

3. Ella wore a black suit with a \_\_\_\_\_ scarf that matched her shoes.
4. Whenever Brad ate at the Mexican restaurant, he ordered \_\_\_\_\_ chips and salsa.
5. One of Teresa’s favorite places to shop was at the local \_\_\_\_\_.

**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.

Ray surveyed the land around him. His fiancé called the estate a vila, but he preferred to call it a hacienda. It didn’t matter. It all belonged to them now. He lowered himself onto the chaas lounge. Finally he could begin to plan their Marde Gra wedding.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional foreign words that are now considered part of the English language. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares.

- |           |         |        |            |           |
|-----------|---------|--------|------------|-----------|
| à la mode | cabaret | bonbon | bon voyage | en route  |
| llama     | matinee | plaza  | shampoo    | solitaire |

**Across**

1. French word meaning “alone”
4. Spanish word meaning “public town square”
5. French phrase meaning “in fashion”
9. French word meaning “good journey”

**Down**

1. Hindi word meaning “hair wash”
2. Spanish word describing an animal related to a camel
3. French phrase meaning “on the way”
6. French word describing entertainment that takes place in the daytime
7. French word meaning “a special type of chocolate candy”
8. French word meaning “nightclub”

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 28: Antonyms

### Word Bank

adaptable / rigid    exquisite / hideous    integrate / segregate    optimistic / pessimistic    prevent / encourage

### Key Concepts

Antonyms are words that have opposite meanings. *Hot* and *cold* are antonyms. Antonyms may be verbs, nouns, or adjectives. Some antonyms are formed by adding a negative prefix, such as *dis-*, *in-*, or *non-*, to a word root. You can define new words if you know that the new word is the antonym of a word you already know. For example, if you know the meaning of *hideous*, you can guess the meaning of its antonym, *exquisite*. You can also use context clues to determine the meaning of antonyms. Try to visualize these words as you study their spelling.

1. *Adaptable* means "able to change easily with new circumstances." Its antonym is *inflexible* or *rigid*.
2. *Optimistic* means "having an inclination to think positively," whereas *pessimistic* means "having an inclination to think negatively."
3. *Exquisite* means "pleasing through beauty." Its antonym is *hideous*, which means "exceedingly ugly."
4. To *prevent* something means "to keep something from happening"; to *encourage* means "to stimulate something."
5. To *integrate* is "to unite with something else," whereas to *segregate* is "to separate or set apart from others."

### Spelling Practice

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

- |                |             |             |       |
|----------------|-------------|-------------|-------|
| 1. RIGID       | adaptable   | hideous     | _____ |
| 2. SEGREGATE   | pessimistic | integrate   | _____ |
| 3. ADAPTABLE   | prevent     | rigid       | _____ |
| 4. PREVENT     | encourage   | exquisite   | _____ |
| 5. OPTIMISTIC  | segregate   | pessimistic | _____ |
| 6. INTEGRATE   | segregate   | adaptable   | _____ |
| 7. HIDEOUS     | exquisite   | encourage   | _____ |
| 8. PESSIMISTIC | integrate   | optimistic  | _____ |
| 9. ENCOURAGE   | prevent     | rigid       | _____ |
| 10. EXQUISITE  | optimistic  | hideous     | _____ |

**LESSON 28 continued**

**Spelling in Context**

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

- 1. to stimulate \_\_\_\_\_
- 2. to separate \_\_\_\_\_
- 3. able to change easily with new circumstances \_\_\_\_\_
- 4. always thinking positively \_\_\_\_\_
- 5. to unite with something else \_\_\_\_\_

**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.

Camryn’s twin was always so rigid—so pessimistic. Why shouldn’t they buy those exquisit dresses for the prom? Camryn thought that the evening would be hideus if she had to wear last year’s dress, the thought of which would pravent her from going to the prom.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Application**

Listed below are five additional pairs of words that are antonyms. Find them in the word maze and circle them. Then write the pairs of antonyms on the lines provided.

casual / formal      freeze / antifreeze      cower / strut      regard / disregard      capable / incapable

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

- 1. \_\_\_\_\_ and \_\_\_\_\_
- 2. \_\_\_\_\_ and \_\_\_\_\_
- 3. \_\_\_\_\_ and \_\_\_\_\_
- 4. \_\_\_\_\_ and \_\_\_\_\_
- 5. \_\_\_\_\_ and \_\_\_\_\_

Copyright © by The McGraw-Hill Companies, Inc.

**Spelling Power**

**Unit 7 Review**

**Lessons 25–28**

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

1. In public speaking class, students learn how to overcome feeling self concious. \_\_\_\_\_
2. The tortila is a type of bread that can be stuffed, rolled, or eaten flat. \_\_\_\_\_
3. As the tour bus rolled around the curve, the large stone vila came into view. \_\_\_\_\_
4. A hacianda is usually made of clay bricks covered with white plaster. \_\_\_\_\_
5. He bought his feancee a very expensive engagement ring. \_\_\_\_\_
6. To illustrate the lesson, the teacher decided to segreggate the students by eye color. \_\_\_\_\_
7. As a concesion to the children, Fred let them watch cartoons. \_\_\_\_\_
8. The taxi driver told his customer it would take fortyfive minutes to get to the airport. \_\_\_\_\_
9. The most popular uniform used in desert warfare is khacki in color. \_\_\_\_\_
10. Follow directions for the preceeding exercise. \_\_\_\_\_

**Read each statement below. Then on the lines provided, write the word, correcting any misspelling. If the statement is incorrect, rewrite it to make a true statement.**

11. Compound color words such as *blue gray* need no hyphen. \_\_\_\_\_  
\_\_\_\_\_
12. *Tape recording* is an example of an open compound word. \_\_\_\_\_  
\_\_\_\_\_
13. *Sack-like* is an example of a hyphenated compound word. \_\_\_\_\_  
\_\_\_\_\_
14. *Brotherinlaw* is an example of a closed compound word. \_\_\_\_\_  
\_\_\_\_\_
15. *Recess* includes the word root *ces*. \_\_\_\_\_  
\_\_\_\_\_

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

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 16. chase lounge/optimistic _____ | 19. welldone/tortilla _____ |
| 17. integrate/drive in _____      | 20. nowel/warehouse _____   |
| 18. Marde Gra/concession _____    |                             |

**Spelling Power**

**Proofreading Application**

**Lessons 25–28**

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

*Commencement Address to Hawaii State University*

Alowha, graduates. I am pleased to be here today before this exeptional group. Your seemingly long lived college era has come to an end. In a moment, you will take part in a proccesion that will send you on your way to the next phase of your lives.

Don't take that walk lightly. The opportunities are plentiful for the right individual. Some will be acceptable to you. Some will excede your wildest expectations. The important thing to remember is not to be so rijid in your expectations that you pravent yourself from considering every opportunity.

Not every opportunity starts out as the right one, however. You have a choice. You can be optemistic or pesimistic. You'll find that attitude goes a long way toward helping you reach your goals. I can tell you from personal experience that I've encountered situations that at first appeared hideos, but in the end were exquisit chances to learn and grow.

Before I conclude, I'll share one story to incourage you. A young woman with a journalism degree started her career as a recepionist at wages so low that she had to work nights in a boutiqe to pay her bills. Still she was adaptable and worked hard. She even sought out extra assignments available at the company's wearhouse.

Soon she was able to intigrate writing with her receptionist and accounts-recevable duties. It was a long proccedure, but eventually her work was recognized and she was promoted. Ten years later, that receptionist was vice president of that same company.

If you're curious, I was that receptionist. The point of the story is to look at the potential in every situation. Don't be afraid to try new opportunities because you never know where they might lead you.

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

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 29: Synonyms

### Word Bank

attempt/endeavor    dwell/reside    eliminate/eradicate    falter/hesitate    rash/reckless

### Key Concepts

Synonyms are words that have similar meanings. To decide which synonym to use, keep in mind its connotation—the ideas associated with it—and the context in which it is most frequently used. Visualize these words as you study them to help you remember the correct spelling of each.

1. *Attempt* and *endeavor* both mean “to make an effort” or “an effort,” but *endeavor* implies greater difficulty and exertion.
2. *Dwell* and *reside* both mean “to live as a resident.” *Dwell* can also mean “to live in a given condition or state.”
3. *Eliminate* and *eradicate* both mean “to get rid of,” but *eradicate* implies “to remove all traces of.”
4. *Falter* and *hesitate* both mean “to pause.” *Falter* implies pausing because of fear, whereas *hesitate* implies pausing due to uncertainty.
5. *Rash* and *reckless* both mean “irresponsible” or “marked by a lack of caution.” *Rash* implies hasty action, whereas *reckless* implies lack of concern about the consequences of an action.

### Spelling Practice

In each set below, circle the word whose meaning is similar in meaning to the capitalized word. Then write the correct word on the line provided.

- |              |           |           |       |
|--------------|-----------|-----------|-------|
| 1. RESIDE    | dwell     | endeavor  | _____ |
| 2. ELIMINATE | falter    | eradicate | _____ |
| 3. RASH      | hesitate  | reckless  | _____ |
| 4. ATTEMPT   | endeavor  | eliminate | _____ |
| 5. FALTER    | rash      | hesitate  | _____ |
| 6. ENDEAVOR  | attempt   | dwell     | _____ |
| 7. RECKLESS  | eradicate | rash      | _____ |
| 8. DWELL     | reside    | falter    | _____ |
| 9. ERADICATE | endeavor  | eliminate | _____ |
| 10. HESITATE | falter    | reside    | _____ |

**LESSON 29 continued**

**Spelling in Context**

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

1. Although Emily's house was in shambles after the tornado, she continued to \_\_\_\_\_ there.
2. Advances in medicine have allowed doctors to \_\_\_\_\_ certain diseases.
3. When Macey was offered the new job, she didn't \_\_\_\_\_ before accepting it.
4. Warren decided to make one more \_\_\_\_\_ to ride the horse.
5. Everyone thought that Al had made a \_\_\_\_\_ decision when he suddenly quit his job.

**Proofreading Practice**

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

Because Andrew had never played a sport before, his friends thought his decision to try out for the football team was recless. They told Andrew the coach would elimenate him immediately. However, during tryouts Andrew did not fallter and was successful in his endevors to impress the coach. Andrew made the team and now he practically rezides on the football field.

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

**Spelling Application**

Listed below are five additional synonym pairs. Circle these words in the word maze. Then write each pair of words on the lines below.

conservative/traditional      crave/desire      entice/lure      isolate/seclude      maneuver/manipulate

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

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

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 30: Homonyms

### Word Bank

altar / alter      capital / capitol      colonel / kernel      currant / current      stationary / stationery

### Key Concepts

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

1. *altar*: a table or stand used in religious services  
*alter*: to change
2. *capital*: an uppercase letter; the city where the state or national government is located  
*capitol*: the building where the state legislature meets; (Capitol) the building where the U.S. Congress meets
3. *colonel*: a military rank  
*kernel*: a small piece
4. *currant*: a type of berry  
*current*: recent; continuously moving air or water
5. *stationary*: immobile; in a fixed position  
*stationery*: paper for writing letters

Creating memory aids can help connect a word's spelling with its meaning. For example, *stationery* spelled with an e refers to writing paper and envelopes. If you think e for envelopes, you will be able link the proper spelling with that meaning.

### Spelling Practice

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

- |                           |                        |       |
|---------------------------|------------------------|-------|
| 1. a stationary bicycle   | a stationery bicycle   | _____ |
| 2. a kernel of corn       | a colonel of corn      | _____ |
| 3. the cathedral's alter  | the cathedral's altar  | _____ |
| 4. current events         | currant events         | _____ |
| 5. a capital letter       | a capitol letter       | _____ |
| 6. the U.S. Capitol       | the U.S. Capital       | _____ |
| 7. stationery for writing | stationary for writing | _____ |
| 8. eating a currant       | eating a current       | _____ |
| 9. to alter               | to altar               | _____ |
| 10. an army colonel       | an army kernel         | _____ |

**LESSON 30 continued**

**Spelling in Context**

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

1. No one has wound the clock, so the hands have been stationery for years. \_\_\_\_\_
2. She hurt her tooth on an unpoped colonel of popcorn. \_\_\_\_\_
3. The groom was standing in front of the alter waiting for his bride. \_\_\_\_\_
4. Red current jam is one of my favorites. \_\_\_\_\_
5. Ottawa is the capitol of Canada. \_\_\_\_\_

**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 looking in several drawers, Dana found the hotel stationary and sat down to compose a note. She apologized to the kernel and explained that she could not meet him at the Capital the following morning as she had planned. Her currant situation had changed, and Dana had to altar her plans.

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.

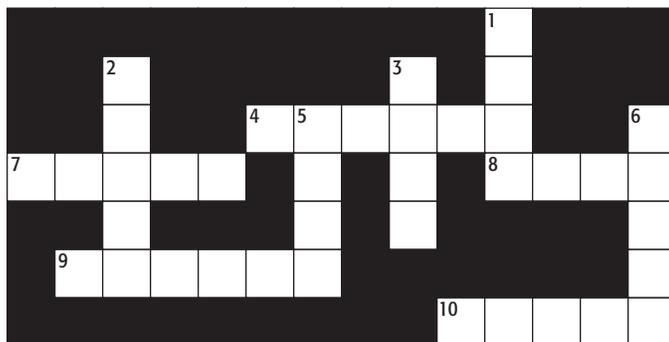
brows / browse    clause / claws    dual / duel    liar / lyre    miner / minor

**Across**

4. a distinct item in a formal document
7. a person who digs for coal
8. a person who does not tell the truth
9. to look around in a shop
10. the sharp, slender, and curved nails on an animal's toes

**Down**

1. a competition to settle a dispute
2. of little importance
3. having two components
5. a small harp
6. hair above the eyes



Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 31: Words Often Confused

### Word Bank

adjoin / adjourn    affect / effect    decent / descent    moral / morale    profit / prophet

### Key Concepts

There are many words in the English language that can be easily confused. The confusion occurs because the 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 to help you remember their correct spellings.

- |   |  |
|---|--|
| <p>1. <i>adjoin</i>: to be placed next to<br/><i>adjourn</i>: to postpone until a later time or indefinitely</p> <p>2. <i>affect</i>: to influence<br/><i>effect</i>: the result</p> <p>3. <i>decent</i>: proper; satisfactory<br/><i>descent</i>: fall; the process of coming down</p> | <p>4. <i>moral</i>: lesson; ethical<br/><i>morale</i>: attitude toward, or mood regarding, a task or situation</p> <p>5. <i>profit</i>: to gain earnings; income<br/><i>prophet</i>: one who predicts the future</p> |
|---|--|

### Spelling Practice

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

- |                  |        |         |       |
|------------------|--------|---------|-------|
| 1. RESULT        | affect | effect  | _____ |
| 2. ETHICAL       | moral  | morale  | _____ |
| 3. POSTPONE      | adjoin | adjourn | _____ |
| 4. VISIONARY     | profit | prophet | _____ |
| 5. INFLUENCE     | affect | effect  | _____ |
| 6. MOOD          | moral  | morale  | _____ |
| 7. DROP          | decent | descent | _____ |
| 8. EARN          | profit | prophet | _____ |
| 9. ATTACH        | adjoin | adjourn | _____ |
| 10. SATISFACTORY | decent | descent | _____ |

**LESSON 31 continued**

**Spelling in Context**

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

1. The \_\_\_\_\_ of the fable was not to be deceived by flattery.
2. Despite our lack of proper equipment, we made the \_\_\_\_\_ down the side of the mountain.
3. The \_\_\_\_\_ predicted world peace during our lifetimes.
4. Dan worried about whether the road construction would \_\_\_\_\_ his drive to work.
5. Our rooms at the hotel \_\_\_\_\_ so we should be able to find each other easily.

**Proofreading Practice**

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

At our company's annual meeting, the head of sales reported that moral was high and that we had earned a descent prophet as a result of the changes made last year. The president said that he hoped the good news would have a positive affect, and he moved to adjoin the meeting.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

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

adapt / adopt      corps / corpse      detract / distract      forceful / forcible      legislator / legislature

**Across**

2. person who makes laws
3. involving the use of force
4. draw attention from
5. take away from
6. to change or adjust
7. to choose as one's own
8. a dead body

**Down**

1. group of people
2. group of lawmakers
3. strong, powerful

Copyright © by The McGraw-Hill Companies, Inc.

# Spelling Power

## Lesson 32: Words Often Misspelled

### Word Bank

application	appropriate	coincidence	cylinder	existence
fatigue	monitor	nuclear	specifically	technical

### Key Concepts

Some words in the English language are especially difficult to spell. This lesson focuses on a small group of commonly misspelled words. They may contain trouble spots such as double consonants or silent letters. As you become aware of your spelling trouble spots, you can create your own list of words to commit to memory. Try to visualize these words as you study to help you remember their correct spellings.

1. Words ending in *-ence* and *-ance* are often misspelled because the endings sound the same, as in *coincidence*, *existence*, and *tolerance*.
2. Words ending in *-ly* and *-ally* are confused because the endings sound the same, as in *specifically* and *utterly*.
3. Some words, such as *application* and *appropriate*, have double consonants that are often mistakenly spelled as a single consonant.
4. Some words have letters that are not pronounced. For example, in *fatigue*, the *u* and the *e* are silent.
5. The *er*, *or*, and *ar* endings may be confused because all are pronounced with a schwa (ə) before the *r*, as in *cylinder*, *monitor*, and *nuclear*.
6. The *-al*, *-le*, and *-el* endings may also be confused because they are all pronounced with the ə sound, as in *horrible*, *label*, and *technical*.

### Spelling Practice

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

- |                |             |              |              |                |            |
|----------------|-------------|--------------|--------------|----------------|------------|
| 1. nucleor     | nuclear     | 5. specificy | specifically | 8. application | aplication |
| _____          | _____       | _____        | _____        | _____          | _____      |
| 2. coincidance | coincidence | 6. technical | technicol    | 9. appropriate | apropriate |
| _____          | _____       | _____        | _____        | _____          | _____      |
| 3. fatigue     | fatige      | 7. cylinder  | cyllindar    | 10. existence  | existance  |
| _____          | _____       | _____        | _____        | _____          | _____      |
| 4. moniter     | monitor     |              |              |                |            |
| _____          | _____       |              |              |                |            |

**LESSON 32 continued**

**Spelling in Context**

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

- 1. when events randomly happen at the same time \_\_\_\_\_
- 2. a tube-shaped object \_\_\_\_\_
- 3. a type of energy \_\_\_\_\_
- 4. dealing with mechanics or science \_\_\_\_\_
- 5. life \_\_\_\_\_

**Proofreading Practice**

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

Rosa rubbed her eyes and tried to fight her fatig. She had been staring at the moniter all day, trying to do her essay for her college aplication. She was having a difficult time choosing an aproprate topic. Specificy, she couldn't decide whether to write about her trip to Europe or about her volunteer work.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Application**

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

environment      exhibition      obstacle      pronunciation      versus

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

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Power**

**Unit 8 Review**

**Lessons 29–32**

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

1. The Capital is in the center of town. \_\_\_\_\_
2. The kernel ordered his troops to retreat. \_\_\_\_\_
3. The alter at the church was the most beautiful she had seen. \_\_\_\_\_
4. The plane began its decent into the airport. \_\_\_\_\_
5. They decided to adjoin the meeting at three o'clock. \_\_\_\_\_
6. All I want is a descent night's sleep. \_\_\_\_\_
7. The bathroom adjourns the bedroom upstairs. \_\_\_\_\_
8. They disagreed on the morale of the story. \_\_\_\_\_
9. Many of his predictions had come true, so many people considered him to be a profit. \_\_\_\_\_
10. She was no longer hungry so she put the bowl of current jam in the refrigerator. \_\_\_\_\_

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

- |     |             |           |       |
|-----|-------------|-----------|-------|
| 11. | coincidence | dwel      | _____ |
| 12. | falter      | recide    | _____ |
| 13. | dwel        | existence | _____ |
| 14. | cylinder    | atempt    | _____ |
| 15. | existence   | faltor    | _____ |
| 16. | nuclear     | cyлиндar  | _____ |
| 17. | nucleir     | attempt   | _____ |
| 18. | coincidence | existance | _____ |
| 19. | rash        | rekless   | _____ |
| 20. | rasch       | reckless  | _____ |

# Spelling Power

## Proofreading Application

### Lessons 29–32

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

June 15, 2000

Dear Customer:

We are writing to inform you of our new products for this season. We hope you will find them suitable for your currant needs.

- The E-Z Stationery Bike: This bicycle makes working out a breeze. Whether the goal of your endeavors is to lose a few pounds or just to get in shape, this bike is sure to have an affect. It will altar the way you look and boost your moral in just a few short months.
- The Big Byte Computer and Monitor: This computer has enough hard drive space to accommodate all of your programs, whether you use your system for pleasure or prophet. It doesn't require a lot of capitol either—just a small monthly payment.
- Corn Scrub: One aplication of our new oatmeal, honey, and corn-colonel scrub will effect your skin in marvelous ways.
- Fatige Relief: This specially formulated pillow will eradecate tension and strain in your neck. If you sleep on this pillow, you are guaranteed a good night's rest.

We want to elliminate any difficulty you may have. If at any time you have technicle problems specifidly related to our products or if you would like additional information, please do not hesetate to contact us. You will find the aproprate addresses on our stationary.

Thank you again for your business. We look forward to serving you in the future.

Sincerely,  
 Bob Smith  
 Products U.S.A.

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

Copyright © by The McGraw-Hill Companies, Inc.

**Spelling Power****Oral Quizzes****Lesson 1**

1. The class was **wholly** in favor of donating the proceeds of the bake sale and car wash to charity.
2. The members of the **committee** met to discuss possible themes for the spring dance.
3. The **omission** of my name from the invitation list was an oversight that was easily corrected.
4. The director of the play announced that Marie would take the role of the **villain**.
5. Kyle's happy reaction to the news was the **opposite** of what I had expected.
6. The **questionnaire** was designed to find out testers' reactions to the new product.
7. Her parents were worried that the attention Regina received for rescuing the dog from the river would **embarrass** her.
8. The main highway and the rural road are **parallel** to each other, but the back road has less traffic.
9. In **accordance** with the agreement she made with her parents, Sandra would lose privileges if she missed her curfew.
10. As a small child, Tyler had a slight tendency to **exaggerate** accounts of his adventures.
11. After the farmer developed a way to **irrigate** the north field, his wheat harvests improved greatly.
12. The **hurricane** was reported to be approaching the coast quickly.
13. The **bulletin** issued from the White House reported that the President was in good health.
14. The **opportunity** to study abroad filled Eve with excitement as well as anxiety.
15. Anna rearranged her schedule so that she did not **disappoint** her family by missing the reunion.

**Lesson 2**

1. The uppermost **limb** of the tree had to be removed because it was caught on the power lines.
2. Please **fasten** the helium balloons securely to the tent entrance so that they do not float away.
3. During our tour of the haunted house, we were treated to **ghastly** shrieks from dark figures in the corner.
4. In the museum, a visitor can see the illustrated copies of each **psalm**.
5. Because of the temperate climate in the South, the season of **autumn** is recognized only by an increase in rainfall.
6. The dog will **gnaw** at the bone until every scrap of meat has disappeared.
7. "Bundle up so that you don't get **pneumonia**," shouted the mother to the children playing in the snow.
8. When the truck tilted on the incline of the hill, its **freight** of marbles began to roll all over the road.
9. The physical therapist will **knead** the back muscles of the patient.
10. The new owners transformed the **wretched** house into a comfortable and cheerful home.
11. Please look **through** your books carefully before turning them in.
12. Steve dressed as a **ghost** at the costume party.
13. The plumber used his **wrench** to fix the leaky pipe.
14. The **knowledge** that she would soon be moving made each day in her old house more special.
15. **Psychology** is the science of the study of the human mind.

**ORAL QUIZZES continued****Lesson 3**

1. Although Paula thought she had followed the **recipe** exactly, she later realized that she had omitted the vanilla.
2. Steve made a futile attempt to **disguise** the odor of burnt cheese by spraying air freshener in the kitchen.
3. Many people spend a great deal of time tracing their **ancestry** in hope of finding a famous relative.
4. As you grow older, you learn to **ensor** the thoughts and emotions that you share with others.
5. The school began a fund-raising campaign to earn money for a new **gymnasium** and sports complex.
6. Although getting a low grade seemed like a **tragedy**, it motivated her to work harder and accomplish more in the class than she would have otherwise.
7. An unexpected **circumstance** prevented me from attending the final basketball game.
8. The couple tried to **recapture** the romantic feelings they had for each other when they first met.
9. Labeling her a **genius** on the basis of one test score seems premature.
10. After Ben's tenth question in five minutes, his brother exclaimed impatiently, "Don't **plague** me!"
11. Sondra's **imaginary** pet disappeared when her parents gave her a real puppy for her birthday.
12. The doctor rejoiced that the treatment she had developed led to **success** in conquering the disease.
13. The mother suggested to her son that it might be **necessary** for him to study before the final exam.
14. We decided to ride our tandem **bicycle** in the park.
15. When we heard that the twins were coming for Thanksgiving, we removed all **fragile** objects from the shelves and locked the china cabinet.

**Lesson 4**

1. It was difficult for Samantha to **rouse** herself after a long study session.
2. Two hours after we were due to arrive at our destination, we realized that we must have missed the **guidepost**.
3. The antique collector pounced on the **bureau** at the garage sale and bought it immediately.
4. Vinnie set aside time for a **thorough** proofreading of his research paper before he handed it in to be graded.
5. In the book, the **chieftain** had both good and bad qualities.
6. The pressure **gauge** indicated that there was not enough air in the two front tires.
7. Although I see Devon at work every day, I consider her to be just an **acquaintance**.
8. The baying of the wolves was thrilling at first, but after several hours, the sound became a **nuisance**.
9. The **peasant** trudged wearily behind the plow.
10. Her **haughty** attitude concealed her shyness and fear at being in a new school.
11. Norman informed his neighbor that the **boundary** between their houses was the sprawling oak tree.
12. The **captain** of the team is responsible for setting standards of good sportsmanship.
13. Some European explorers mistakenly referred to the native peoples they met as **heathen**.
14. Ursula tied the laces on her skate so that they were **taut** around her ankle.
15. After climbing steadily for three weeks, my grade in geometry class reached a **plateau**.

**ORAL QUIZZES continued****Lesson 5**

1. We took an **aerial** tram to the top of the mountain.
2. One **aisle** of the airplane cabin seems to be much wider than the other.
3. The geometry teacher drew a **trapezoid** on the board.
4. After a lengthy custody battle, the court appointed him the child's **guardian**.
5. Nancy bought a **souvenir** from the museum gift shop for her brother.
6. Everyone was nervous at the last **rehearsal** before opening night.
7. The **soybean** crop is ready to be harvested.
8. We thought the painting was a mass-produced copy of the original, but the art dealer assured us that it was **authentic**.
9. The girls look so much alike; they are **undoubtedly** related.
10. Jack and Dana had a good time watching the **uproarious** movie.
11. Posters of famous baseball players on every wall in his bedroom indicate that he is a **devout** fan.
12. The coach hoped to **empower** her field hockey players to do their best.
13. The **numerator** is the number above the line in a fraction.
14. The **outbound** train will leave in twenty minutes.
15. A substitute was called when the **regular** teacher was ill.

**Lesson 6**

1. Many stores have procedures for identifying **counterfeit** money.
2. The paint on the **ceiling** of the abandoned house was peeling.
3. Sarah's mother always reminded her that sincere effort would enable her to **achieve** her goals.
4. She was angry that Larry had tried to **deceive** her.
5. You may have **either** pizza or a sandwich for lunch.
6. The artist draws **weird** creatures in his comic strip.
7. My **niece** and my nephew are active in school sports.
8. A **vein** carries blood to the heart.
9. Before Mandy brought the package to the post office, she used a scale to **weigh** it.
10. After the funeral, the family needed time to **grieve**.
11. Telling the truth gave Cathy a clear **conscience**.
12. Because the tennis player's partner did not appear, they were forced to **forfeit** the doubles match.
13. We spent the afternoon fishing from the **pier**.
14. Pamela prepared to **receive** her dinner guests promptly at five.
15. The rich soil should **yield** a good crop.

**ORAL QUIZZES continued****Lesson 7**

1. Ryan holds a **controlling** interest in the company.
2. The rules **governing** the wrestling competition are quite strict.
3. Managers for each region attended the sales **conference**.
4. No visitors to the park can gain **admittance** after sunset.
5. The spoiled dog **begged** for another treat from his owner.
6. Choir members **visited** residents of the nursing home before the concert.
7. Loud talking is not **permitted** in the library.
8. Carolyn used sunscreen so the sun wouldn't **reddden** her skin.
9. Babies are **totally** dependent on their parents.
10. Junkyard dogs are known for **meanness**.
11. The waitress **accidentally** dropped the heavy tray on the ceramic floor.
12. Flowers are **beginning** to bloom in the garden.
13. For a change of scenery, we **occasionally** take a different route home.
14. The doctor **referred** his patient to a specialist.
15. Juanita **transferred** money from her savings account to her checking account.

**Lesson 8**

1. Roger received a letter of **acknowledgment** for his generous donation.
2. The builder gave us a contract **guaranteeing** that the work would be completed in one month.
3. The ranchers spent the day **shoeing** many horses.
4. Marla was sure that changing jobs would be an **advantageous** move.
5. Despite our objections to his busy schedule, Thomas assured us that his heavy workload was **manageable**.
6. Planting more flowers made a **noticeable** improvement in the garden.
7. Janet felt **virtuous** for working so hard at the fund drive.
8. Todd was interested in a career in law **enforcement**.
9. Marilyn is **truly** dedicated to the needs of the refugee community.
10. The **scarcity** of drinking water was brought about by the long drought.
11. I learned how to make a floral **arrangement** in the workshop.
12. The weather report warned of **changeable** temperatures.
13. Matt used good **judgment** in making his decision.
14. The trail leads into the mountains **lying** ahead of us.
15. She **sincerely** thanked the committee for giving her the award.

**ORAL QUIZZES continued****Lesson 9**

1. Telling his secret is a **betrayal** of the promise you made to your friend.
2. Erin's room was such a mess that she could not see where she **laid** her homework.
3. Shayna's angry posture and stare of **defiance** showed she was not yet ready to talk calmly.
4. Her attentive gaze showed Amy's **readiness** to tackle the project.
5. Some topics are too **controversial** to discuss on a first date.
6. Audrey received a call from the airport **verifying** that the flight was on time.
7. Michael was **overjoyed** to discover that he had been accepted by Princeton University.
8. I am **envious** of your short walk to school because it allows you to sleep longer.
9. The train chugged **steadily** up the long, steep hill.
10. Your failure to do the assignment **implies** that you do not care about your grade.
11. My **employer** is not very understanding.
12. Butch tore a New York City telephone book in half to show his **manliness**.
13. Great rulers are also **merciful** ones.
14. David **shinnied** up the great oak tree.
15. The victory was instrumental in **unifying** the soccer team.

**Lesson 10**

1. **Fezes** were worn at all important ceremonies.
2. There are two **approaches** to the island from the mainland.
3. The baker prepared one hundred **loaves** of bread each day.
4. You have three **guesses** to solve the puzzle.
5. The baby always gets several **splashes** of milk on his shirt.
6. The **indexes** are the best place to look for information on your topic.
7. His **cuffs** were neatly pressed, although his collar was not.
8. Her silk **scarves** were the most popular item at the craft show.
9. I always use at least two **handkerchiefs** when watching sad movies.
10. I always confuse **wolves** with coyotes.
11. My political **beliefs** have changed over time.
12. The school parking lot was filled with **buses** at midafternoon.
13. The night sky was lit with **flashes** of lightning.
14. Keep young children away from **knives**, or there is likely to be an accident.
15. **Peaches** are my favorite summertime fruit.

**ORAL QUIZZES continued****Lesson 11**

1. To many fans, Michael Jordan is one of the greatest sports **heroes** of all time.
2. When the power goes out, battery-powered **radios** are a good source for news.
3. The game had four **categories** of questions.
4. There were many travel **agencies** located within a few blocks of the hotel.
5. The distinctive **tattoos** on the fugitive's arm made it impossible for him to hide his identity.
6. Phil collected **pianos** and had one that played by itself.
7. The silk bedspread was one of her more extravagant **buys**.
8. Megan got a new pair of **skis** for her birthday.
9. The Mexican feast included **tacos** and rice with refried beans.
10. It seemed that all Steven did at work was write **memos**.
11. Several **companies** were at the job fair to look for new employees.
12. The **displays** at the science fair were impressive.
13. Because of the **echoes**, a hundred people seemed to be in the canyon.
14. The freshly scrubbed **patios** in the development seemed to shine on the day of the block party.
15. They grew **tomatoes** in their garden every summer.

**Lesson 12**

1. The job requires a person who remains calm during **crises**.
2. Our high school has a competitive **athletics** program.
3. **Oxen** are large beasts often used for farm work.
4. **Children** seem to enjoy life's simplest pleasures.
5. The letter went out to all of the **alumni** of the school.
6. Lauren knew she would need more **data** to complete the assignment.
7. **Salmon** swim upstream to mate and then they die.
8. The university was huge; it had a dozen **campuses**.
9. All my favorite television **series** are in reruns now.
10. There are no **minimums** required in order to qualify for the discount.
11. Although you cannot see **bacteria**, they are present.
12. The **fruit** was not ripe enough to eat, so we had to wait a few days.
13. The tree trunk was covered in **fungi**.
14. There are more pluses than **minuses** to finishing school.
15. Some men claim that they will never understand **women**.

**ORAL QUIZZES continued****Lesson 13**

1. You **needn't** criticize me so much when you have never changed a tire before, either.
2. We **might've** been able to buy the puppy if we had arrived before the store closed.
3. **Let's** go to the nursing home and ask if they need volunteers.
4. **He'd** better find a summer job soon.
5. **We're** the only family on our street with statues of pink flamingos on the lawn.
6. It **doesn't** look as if the sun is going to come out today.
7. I know we **should've** called first, but we didn't think that you would mind unexpected guests.
8. Next week **I'll** be in charge of opening the store early every day.
9. **It's** difficult to decide who most deserves first prize.
10. I think that **they're** on vacation because their newspapers are piling up on the doorstep.
11. Because Philip is afraid of blood, I thought that **he'd** faint when his finger bled.
12. **We've** never considered purchasing a house.
13. **Aren't** you the least bit curious about who called?
14. **Who's** your favorite athlete?
15. After witnessing your record-breaking long jump, I am confident that **you're** going to be chosen for the track and field team.

**Lesson 14**

1. The Roman Catholic Church sets aside November 2 as **All Souls' Day**.
2. **Father's Day** can be lonely for fathers whose children live far away.
3. This **household's** main problem is that there are no rules.
4. The **children's** bicycles are all parked in our driveway.
5. The **bosses'** desks are grouped together so they don't have to relocate when they want to have a meeting.
6. The **senators'** hotel rooms were destroyed in a fire, so they all had to make new reservations.
7. I love all of **Charles Dickens's** novels, but *A Tale of Two Cities* is my favorite.
8. My grandmother assured me that her set of china will be **ours** someday.
9. A **public figure's** responsibility is to act as a role model for all citizens.
10. The **G.I.'s** backpack served as a pillow when he was camping in the woods.
11. The **businesswomen's** lunch was canceled due to bad weather.
12. The **defendant's** posture was so terrible that he looked defeated even before the trial began.
13. The **duchess's** daughter was spoiled by a lifetime of luxury.
14. The **mourners'** umbrellas were blown inside out by the wind.
15. Her **sister-in-law's** loudly expressed opinions always embarrassed Mary.

**ORAL QUIZZES continued****Lesson 15**

1. Many residents were upset by the **demolition** of the old courthouse.
2. The children were **cooperative** during story time because they enjoyed the dramatic way I read to them.
3. Although we resented the **intrusion**, we tried to remain polite when we spoke to telemarketers.
4. In **biology** we studied the classification system for plants and animals.
5. The first thing that struck me about her apartment was its general **dinginess**.
6. The chef's rich food was tasty, but difficult to **digest**.
7. Trying to exchange a gift can be a **hassle** in some stores.
8. Before money was used as **currency**, most nations relied on the barter system.
9. The candidates intensified their campaign as the **election** drew near.
10. When Seth's departmental supervisors purchased the new computer system, they also bought new **software**.
11. At the fabric store, I picked up a **bobbin** of thread and some buttons.
12. We decided to **boycott** the company because of its poor record on environmental issues.
13. His **curiosity** nudged him closer to the haunted house.
14. The **accounting** department came under close scrutiny by the auditors.
15. Peter decided that Ina's **coyness** was not genuine.

**Lesson 16**

1. When I tried washing my football **jersey** with my red shorts, my jersey turned pink.
2. It is a very serious crime to **embezzle** funds.
3. She is a **restorer** of ancient art, and her workshop is in this city.
4. We formed our own **council** to decide whether pets should be permitted in the park.
5. Many people feel they are duty bound to serve as **jurors** in a court of law.
6. The poet compared the tree to a **pillar** in a temple.
7. I find a good workout **infinitely** satisfying.
8. When we were in Arizona, we watched Native Americans perform **tribal** dances.
9. The mixing of **sulfur** from industrial pollution with water in the atmosphere often produces acid rain.
10. A good surgeon uses a **scalpel** as delicately as a painter uses a brush.
11. The old **cedar** chest in my bedroom is still in good shape.
12. It takes practice to operate a **diesel** engine.
13. The retirement of the company president dealt a **fatal** blow to the business.
14. For the money you spent on that lamp, there had better be a **genie** inside.
15. A **murmur** of disapproval ran through the crowd when someone talked aloud during the dance recital.

**ORAL QUIZZES continued****Lesson 17**

1. My parents might **disinherit** me if I don't live up to my potential.
2. I skinned my knee, so I put some **antiseptic** on it.
3. We are getting together for our **biannual** festival of the arts.
4. When a new baby arrives, older children sometimes **revert** to infantile behaviors.
5. The steady **accumulation** of snow in the past twelve hours has made it impossible to drive to school.
6. The **monotony** of her job at the fast food restaurant made her decide to quit after two weeks.
7. The meeting was **prearranged**, so I didn't have to call for an appointment today.
8. The doctor's office just called to **confirm** your appointment.
9. My class has such **unity** that we are going to get together over the summer and clean up the old playground.
10. My little brother makes such disgusting noises that I sometimes wonder if he is **subhuman**.
11. I have to **assort** my shorts, slacks, skirts, and dresses before my cousin takes them to her favorite charity.
12. If the author were willing to **condense** this lengthy novel, I would be willing to read it.
13. It can be difficult to travel comfortably when you have a **disability**.
14. The family down the street has to **relocate** because the mother found a new job.
15. You have to be willing to **submerge** your head before you can learn to swim properly.

**Lesson 18**

1. Alexis worked very hard on her research paper to gain **acceptance** from her teacher.
2. It was **evident** that he failed the test because he had not studied.
3. For some reason, my plan to drive the family car to Florida has met with marked **resistance**.
4. The attorney proved that the **defendant** was out of town the night the crime took place.
5. The professor may be **brilliant**, but brilliance doesn't make him a good teacher.
6. The **radiance** from the street lamp produced a halo of light in the mist.
7. The woman who ran the homeless shelter was also a **prominent** political figure.
8. Myrna was **hesitant** to get in line to have her ears pierced.
9. I know my new employer will want to check at least one **reference** before he allows me to work in the office alone.
10. I had to measure the **circumference** of the lamp to see if it would fit on my desk.
11. He was **ignorant** of the laws governing the tribe, so he offended tribal members without meaning to.
12. One needs determination, education, and practice to become truly **independent**.
13. I decided to purchase some additional **insurance** for my car.
14. The other driver sued her for **negligence** since she was not looking at the road when the accident occurred.
15. A parent of a two-year-old must have plenty of **patience** to deal with the constant question *why*.

**ORAL QUIZZES continued****Lesson 19**

1. Try to **visualize** how the room will look when it is painted.
2. The Internet continues to **revolutionize** the way that people gather information.
3. We want Howard to **supervise** the project if he is available.
4. If people were willing to **compromise**, many relationships could be saved.
5. It is easier to **criticize** from the sidelines than it is to be part of the game.
6. Daily **exercise** is a key ingredient of good health.
7. We need to **economize** if we are going to save enough money for our trip.
8. The Vegas liked to **socialize** by having friends come to their home for dinner.
9. We are hoping to **organize** a protest against the curfew.
10. The flag is meant to **symbolize** freedom and democracy to Americans.
11. One way to **energize** yourself in the morning is to eat a healthful breakfast.
12. I'm not sure I will **recognize** my best friend after five years apart.
13. I am hoping to **surprise** my mother with a fiftieth-birthday party.
14. At the end of my speech on global warming, I hope to have time to **summarize** my main points.
15. I know she will **sympathize** when I tell her that my neighbor's barking dog has kept me up for the past four nights.

**Lesson 20**

1. Mrs. Packer asked each student to write a short **biography** of a person who influenced his or her life.
2. Lisa wanted to **transmit** her résumé by e-mail to the company to which she was applying.
3. The **transcript** from the trial was several hundred pages long.
4. The **hydraulic** car lift on the ferry was able to raise twenty cars at a time.
5. If you **persist** in asking me to work for you, I may give in.
6. Brad took a **geology** course to learn about rock formations.
7. Residents near the **missile** base were afraid of potential problems.
8. Her manner was **sophisticated**, but underneath she was shy and lonely.
9. When doctors **prescribe** a medicine, they explain its possible side effects to the patient.
10. Trevor plans to **transfer** to another school next year.
11. The students were taught about **ecology** and how to keep the environment clean.
12. Max could not drive Anita to her lesson because the **transmission** on his car was being repaired.
13. He got a ticket because his car was parked too close to the fire **hydrant**.
14. Geoff's report was **concise**, yet complete.
15. The principal called for an early **dismissal**.

**ORAL QUIZZES continued****Lesson 21**

1. The **superstition** that warns against walking under ladders has its origin in common sense.
2. Her inability to take **criticism** well caused her problems as a writer.
3. The students showed their **gratitude** to the teacher for his hard work by doing their best on the final exam.
4. Christopher had hoped to go to England next month, but in **reality** he will probably go next year.
5. When she realized that the mouse was a toy, she was even more ashamed of the **cowardice** she had shown.
6. My great-grandfather's pocket knife is my most prized **possession**.
7. The accountant kept the records with such **accuracy** that the company promoted him.
8. His demanding schedule left the **politician** with little time for family life.
9. The task will be easier if there is a **division** of labor.
10. My **optician** stocks the latest styles in glasses.
11. The ancient **civilization** located in that valley was much more advanced than we first thought.
12. Without a positive **attitude**, it is difficult to accomplish very much.
13. The complicated equation could be solved only by a superior **mathematician**.
14. The recent immigrant appreciated the benefits of living in a **democracy**.
15. Mr. Hall's display of **patriotism** was an inspiration to his audience.

**Lesson 22**

1. Although my mistake on the test seems **laughable** now, at the time I was embarrassed.
2. The **desirable** items at the flea market disappeared quickly, and only junk was left.
3. The **famous** author was asked to be the speaker at graduation.
4. In the lower grades, every attempt is made to teach children how to make their writing **legible**.
5. Because Gordon was an overly **cautious** driver, he attracted glares from other motorists.
6. The house had to be torn down after the fire because the unsupported walls were **dangerous** to passersby.
7. We begged the chef to share her recipe for the **delicious** punch, but the restaurant wouldn't allow her to reveal it.
8. She asked whether it would be **permissible** to leave the wedding reception before the bride and groom's departure.
9. The development of more sophisticated equipment makes most large bodies of water **navigable**.
10. The **horrible** experience of forgetting her lines in the school play made my cousin decide not to be an actress.
11. The **terrible** storm knocked electricity out of hundreds of homes.
12. I am **responsible** for taking the puppy out for his daily walks.
13. Many people found last summer's heat **unbearable**.
14. According to Jeffrey's story, the **furious** winds tore his homework out of his hands, and it disappeared down the street.
15. The guests at the party were surprised at how **spacious** the apartment was.

**ORAL QUIZZES continued****Lesson 23**

1. The soldiers moved in to **liberate** the prisoners of war.
2. Before leaving, Dr. Johnson needed to **designate** who would be in charge during her absence.
3. Tim felt that the course on American history would **widen** his knowledge of his country's past.
4. "Too little sleep will **stupefy** you," the mother warned her teenage son.
5. The art teacher suggested that Edie **intensify** the blue she was using for the background.
6. Many people planned to **congregate** in the park for the service on Memorial Day.
7. Andrew had to **deepen** the holes he had dug in order to plant the trees properly.
8. The guide told us that some people are not able to **tolerate** the change in altitude at the top of the mountain.
9. Doug keeps pots of water on the radiator in his room to **humidify** the air.
10. Donna needed to **clarify** exactly who was in charge of organizing the parade.
11. The doctor informed her that having the surgery would **heighten** her sense of taste.
12. Working in the soil without wearing gloves will **roughen** the skin of your hands.
13. To **qualify** for the final race, you must win one of four preliminary races.
14. We were told to **circulate** the paper and sign our names if we were interested in participating.
15. Although the sales clerk tried to **glorify** the bracelet, the customer could see by the price that it was not real gold.

**Lesson 24**

1. In the painting, all of the figures appear to gaze **heavenward**.
2. **Regretfully**, I refused another helping of pie.
3. The lock on the safe had to be turned **clockwise**.
4. This clock chimes **reliably** every quarter of an hour.
5. Because Julie almost always knew the answers, she raised her hand **automatically** when the teacher asked a question.
6. Michael winked at me **knowingly** because we both had heard the joke before.
7. The doctor told Dara that her cat would behave **dully** while recovering from the surgery.
8. Marvin moved **spryly** for a man who had just had a cast taken off his leg.
9. She stacked the tubes **endways** so that they would not roll away.
10. **Ordinarily** our curfew is ten o'clock, but tonight it has been extended.
11. The baby glanced **skyward** when he heard the sound of the jets.
12. Do you think you could **possibly** have this finished by tomorrow morning?
13. Please pay attention; **otherwise**, you will not know what to do.
14. The football player **heartily** ate his way through four courses and then asked for second helpings.
15. The squirrel moved **leisurely** around the garden, pausing to dig up some bulbs and drink from the fountain.

**ORAL QUIZZES continued****Lesson 25**

1. The parents agreed that their graduating children looked impressive in their **blue gray** uniforms.
2. When I was a teenager, I enjoyed going to the **drive-in** movies in town.
3. Tanisha has lost **forty-five** pounds on the weight loss plan her doctor recommended.
4. My sister and **brother-in-law** could not attend the family reunion because they had to work.
5. The new soloist was so **self-conscious** that she missed several notes.
6. At eighteen years old, Whiskers is a **long-lived** cat.
7. Yolanda placed her clothes in a **sacklike** bag and pulled the drawstring tight.
8. The managers had to listen to the **tape recording** before they could make their decision.
9. The forklift operator will work at the **warehouse** this summer.
10. I like a **well-done** steak, but my brother prefers his rare.
11. Andrew believes that you can cook if you have a good **cookbook** recipe to follow.
12. I need to take my son to the doctor for a **follow-up** visit just to make sure he is better.
13. My sister gets a **headache** from squinting every time we go to the beach.
14. Marco made the team because he is **self-confident** and also a good hitter.
15. The new employees felt proud to be involved in the company's **decision making**.

**Lesson 26**

1. The judge announced that the court would take a brief **recess**.
2. The instructions told students to answer the questions on the basis of the **preceding** paragraphs.
3. Although it is **acceptable** to go barefoot at home, you must wear shoes in stores and restaurants.
4. The mother was willing to make one **concession** about school activities as long as her son continued to study.
5. If the demands **exceed** the supply, we will have to charge more for the product.
6. She is such an **exceptional** student that she might be able to start college early.
7. You are less likely to run into trouble if you follow the prescribed **procedure**.
8. The wedding **procession** was longer than any I had seen before.
9. The **receptionist** in the optometrist's office was as polite in person as she was on the phone.
10. I have to go over my accounts **receivable** before I can make additional purchases.
11. Since the graduate student has **access** to the Internet on his computer, he can research at home.
12. Although the advertising campaign was successful, its message was **deceptive** and misleading.
13. Curt thought his brother's routine of exercising for two hours every day was a bit **excessive**.
14. After studying for four years as an undergraduate, I am **proceeding** with my plan to become a veterinarian.
15. The team hit three home runs in rapid **succession**, causing the crowd to go wild.

**ORAL QUIZZES continued****Lesson 27**

1. Our community celebrates **Mardi Gras** each year with a pancake supper.
2. Doreen is opening a **boutique** that will feature the finest perfumes.
3. My father relaxed on his **chaise longue** while I mowed the lawn.
4. Alan was hoping to marry his **fiancée** before medical school started in the fall.
5. My uncle invited me to his **hacienda** in Mexico for the summer.
6. In Jan's high school, everyone wears jeans or **khaki** pants.
7. On Christmas Eve, her family sings a **noel** around the crackling fire.
8. When Esther returned from her trip to Hawaii, she greeted her family by saying **aloha**.
9. My **tortilla** was so hot that I dropped it, and all of the meat and cheese fell out.
10. Teresa and Paulo rented a **villa** in the south of France for the summer.
11. **En route** to the Grand Canyon, we will stop and visit my mother's best friend.
12. The smallest **llama** at the zoo finally gained weight over the winter.
13. At the local movie theater, the **matinee** is less expensive than the evening show.
14. Before the senior citizens left on their cruise, their families wished them **bon voyage**.
15. My friend Kyle plays **solitaire** on long bus rides to visit his father.

**Lesson 28**

1. My sister is so **adaptable** that she likes living in Alaska just as well as living in New Jersey.
2. Teachers need to be **rigid** about rules so students will know what is expected of them.
3. Joan has an **optimistic** outlook on life that will serve her well when she joins the Peace Corps.
4. Although Charles is almost certain he failed the test, he is **pessimistic** about the outcome of every test he takes.
5. Her cherry dining set shows her **exquisite** taste in furniture.
6. When Aprille took off the **hideous** mask, her friends were surprised she had played such a scary joke on them.
7. The professor is planning to **integrate** some history lessons into her literature class this year.
8. The teacher wants to **segregate** the younger children from the older ones during recess.
9. Carolyn wasn't sure how to **prevent** reality from intruding on her daydream.
10. The coach tried to **encourage** her to keep practicing even though she had difficulty mastering the swimming strokes.
11. Since Brianna told me to wear **casual** clothes to the dinner party, I was surprised to see Carlos wearing a suit.
12. Renaldo tried not to **cower** before the bully, but he knew Mario was strong.
13. Gene decided to wear his **formal** gray tuxedo to the governor's reception.
14. Since the chef's reputation was excellent, the caterer knew he would be **capable**.
15. The nurse told the patient's mother that her son was so sick that he was **incapable** of hearing her.

**ORAL QUIZZES continued****Lesson 29**

1. Kevin made an **attempt** to catch the foul ball, but he missed it and fell.
2. Gail was rewarded for her **endeavor** when she received an honorary plaque with her name on it.
3. The actor felt himself **falter** momentarily before making his entrance on stage.
4. It was so hot that Jared did not **hesitate** to jump into the swimming pool as soon as he got home.
5. Unfortunately many people in the city  **dwell** in poverty.
6. Someday I would like to **reside** in San Diego, California.
7. He made a **rash** decision, and now he regrets it.
8. **Reckless** driving can lead to disaster.
9. I might feel better if I **eliminate** junk food from my diet.
10. My sister would like to **eradicate** poverty in our town.
11. The restaurant tried to **entice** customers to eat there by offering free dessert with each meal.
12. Denise bought the worms at the bait store, hoping that they would help **lure** a big fish.
13. My father is too **conservative** to wear a loud tie.
14. My mother prefers a **traditional** home.
15. Stacy learned the difficult **maneuver** when she was in basic training.

**Lesson 30**

1. On the day of Julie's wedding, the **altar** was decorated with pink roses and matching balloons.
2. Joe's new glasses **alter** his appearance.
3. My brother was recently promoted to the rank of **colonel**.
4. Bethany finally told me that I had a **kernel** of corn stuck in my teeth.
5. My grandmother used to make **currant** jelly when I was a child.
6. The game show quizzed its contestants on **current** events.
7. I bought my best friend **stationery** imprinted with her name and address.
8. Riding my **stationary** bicycle is helping me to stay in shape.
9. I wrote only in **capital** letters when I was a preschooler.
10. Congress meets in the **Capitol**.
11. Her **brows** came together in a deep frown whenever she was displeased.
12. The young lady was hoping to **browse** through the store before it closed.
13. I was glad there was a **clause** in the contract that enabled me to terminate the agreement.
14. The **claws** on the cat were so sharp that I hesitated to pet the insistent creature.
15. The fencing coach challenged his student to a **duel**.

**ORAL QUIZZES continued****Lesson 31**

1. In these model homes, the dining rooms **adjoin** the living rooms.
2. When juries **adjourn** for the afternoon, defendants return to their cells.
3. I can always count on my brother for **moral** support.
4. The coach keeps her team's **morale** high by complimenting them daily.
5. I am worried that too much loud music will **affect** my hearing.
6. The herbal tea had a soothing **effect** on me.
7. The restaurant did not make a **profit** for more than a year.
8. The **prophet** predicted that there would be a new comet discovered in 2010.
9. My aunt believes that teachers do not earn a **decent** salary.
10. The baby began to cry when the plane began its **descent**.
11. It's difficult for a wild animal to **adapt** to life in captivity.
12. I am hoping to **adopt** a pet in the near future.
13. My daughter was so **forceful** in her requests for a new bicycle that I bought one for her birthday.
14. **Forcible** entry into a home or business is against the law.
15. It was my job to **distract** Joseph so that he wouldn't realize we were planning a surprise party for him.

**Lesson 32**

1. I had to check the baby **monitor** to make sure the newborn wasn't crying.
2. It wasn't **appropriate** to pass out the cookies until the speaker had finished his lecture.
3. Before the voyages of discovery in the sixteenth century, Europeans were unaware of the **existence** of North America.
4. Laura had trouble drawing the curve of the **cylinder**.
5. It was a **coincidence** that the husband and wife both had the same first names.
6. The manual was so **technical** that I put it down in frustration after five minutes.
7. Liz should fill out the **application** for graduate school before summer session starts.
8. Chris was writing a term paper on **nuclear** power for science class.
9. The electrician said **specifically** not to touch the bare wire.
10. Working eighteen-hour shifts causes many medical students to suffer extreme **fatigue**.
11. People have become more concerned about the **environment** in recent years.
12. I was hoping to attend the artist's latest **exhibition**, but I have to work.
13. Sandy had to veer around the **obstacle** in the road to avoid puncturing her tire.
14. Sometimes the **pronunciation** of a foreign word can be difficult.
15. It's Brazil **versus** the United Kingdom in soccer tonight on the sports channel.