

**GLENCOE LANGUAGE ARTS**

# **SPELLING POWER**

**GRADE 10**



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

## To the Student

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

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

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# 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 c and g .....	5
Lesson 4: Use of ie and ei .....	7
Review Lessons 1–4 .....	9
<b>Unit 2</b>	
Lesson 5: Vowel Spellings .....	11
Lesson 6: Diphthongs and Vowel + r Shifts .....	13
Lesson 7: Common Plural Forms .....	15
Lesson 8: Uncommon Plural Forms .....	17
Review Lessons 5–8 .....	19
<b>Unit 3</b>	
Lesson 9: Doubling the Final Consonant .....	21
Lesson 10: Syllabication .....	23
Lesson 11: Soft Final Syllables .....	25
Lesson 12: Suffixes and the Silent e .....	27
Review Lessons 9–12 .....	29
<b>Unit 4</b>	
Lesson 13: Suffixes and the Final y .....	31
Lesson 14: The Suffixes -ance, -ence, -ant, -ent .....	33
Lesson 15: The Suffixes -ize, -ise, -yze .....	35
Lesson 16: Prefixes .....	37
Review Lessons 13–16 .....	39
<b>Unit 5</b>	
Lesson 17: Noun Suffixes .....	41
Lesson 18: Adjective Suffixes .....	43
Lesson 19: Verb Suffixes .....	45
Lesson 20: Adverb Suffixes .....	47
Review Lessons 17–20 .....	49
<b>Unit 6</b>	
Lesson 21: The Word Roots <i>cede/ceed/ces</i> and <i>cept/ceive</i> .....	51
Lesson 22: Common Greek Word Roots .....	53
Lesson 23: Common Latin Word Roots .....	55
Lesson 24: Words Borrowed from Other Languages .....	57
Review Lessons 21–24 .....	59



## Unit 7

Lesson 25: Possessives .....	61
Lesson 26: Homonyms .....	63
Lesson 27: Synonyms .....	65
Lesson 28: Antonyms .....	67
Review Lessons 25–28 .....	69

## Unit 8

Lesson 29: Compound Nouns .....	71
Lesson 30: Compound Adjectives .....	73
Lesson 31: Words Often Confused .....	75
Lesson 32: Words Often Misspelled .....	77
Review Lessons 29–32 .....	79

# 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				
<b>Review</b>				
5				
6				
7				
8				
<b>Review</b>				
9				
10				
11				
12				
<b>Review</b>				
13				
14				
15				
16				
<b>Review</b>				
17				
18				
19				
20				
<b>Review</b>				
21				
22				
23				
24				
<b>Review</b>				
25				
26				
27				
28				
<b>Review</b>				
29				
30				
31				
32				
<b>Review</b>				

# SCORING SCALE

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

Number of Items	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	85	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	85.7	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	



**Spelling Power****Lesson 1: Double Consonants****Word Bank**

accommodate	commission	exaggerate	horrendous	inopportune
irregular	mayonnaise	occupation	parallel	tariff

**Key Concepts**

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

**Spelling Practice**

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

- |                |             |             |       |
|----------------|-------------|-------------|-------|
| 1. accommodate | accomodate  | acommodate  | _____ |
| 2. iregular    | irreggular  | irregular   | _____ |
| 3. occupuation | occupation  | ocupuation  | _____ |
| 4. tarriff     | tariff      | tarrif      | _____ |
| 5. horrendous  | horenndous  | horrenndous | _____ |
| 6. comision    | commision   | commission  | _____ |
| 7. mayonaise   | mayonnaise  | mayonnaisse | _____ |
| 8. exaggerrate | exagerrate  | exaggerate  | _____ |
| 9. innopertune | inopportune | inoportune  | _____ |
| 10. parallel   | parrallel   | parralel    | _____ |

**Spelling in Context**

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

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

**LESSON 1 continued****Proofreading Application**

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

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

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

**Spelling Application**

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

hurricane

personnel

symmetry

terrific

wholly

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

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

**Spelling Power****Lesson 2: Silent Consonants****Word Bank**

column

doubt

drought

ghetto

gnarled

island

knack

psalm

psychology

wrath

**Key Concepts**

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

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

silent *n*: columnsilent *k*: knacksilent *g*: gnarledsilent *s*: islandsilent *gh*: droughtsilent *w*: wrathsilent *b*: doubtsilent *p*: psalm, psychologysilent *h*: ghetto**Spelling Practice**

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

1. I dout that Ellie will come to the sophomore dance.      6. My grandmother grew up on an iland in the Caribbean.  
\_\_\_\_\_
2. That section of the city is considered a getto.  
\_\_\_\_\_
3. When you have finished, each colum on the sheet should contain twelve words.  
\_\_\_\_\_
4. The knarled tree is more than two hundred years old.      9. The choir sang a salm I had never heard before.  
\_\_\_\_\_
5. I am thinking of majoring in sychology in college.      10. If you forget to bring in your homework, you risk incurring the rath of Mrs. Major.  
\_\_\_\_\_

**LESSON 2 continued****Spelling in Context****Complete each sentence below with the correct word from the Word Bank.**

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

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

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

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

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

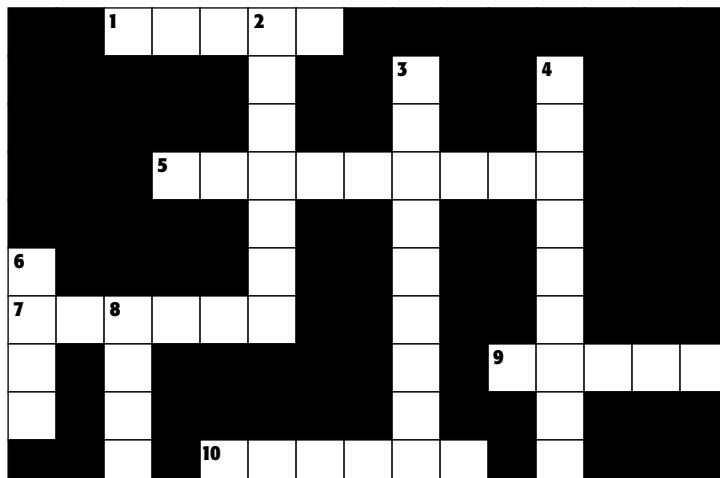
autumn	debt	eighth	gnaw	knock
knowledge	pneumonia	pseudonym	through	write

**Across**

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

**Down**

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



**Spelling Power****Lesson 3: Sounds of c and g****Word Bank**cease  
guiltycondolences  
incinerateexcessive  
ingeniousgenial  
menacegerund  
pigeon**Key Concepts**

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

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

**Spelling Practice**

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

1. hard *c*


---



---



---



---



---

3. hard *g*


---



---



---



---



---

2. soft *c*


---



---



---



---



---

4. soft *g*


---



---



---



---



---

**LESSON 3 continued****Spelling in Context****Complete each sentence with the correct word from the Word Bank.**

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

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

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

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

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

accent      fragile      intelligence      necessary      success      gorilla

hard c:	_____	_____	_____
hard g:	_____	_____	_____
soft c:	_____	_____	_____
soft g:	_____	_____	_____

**Spelling Power****Lesson 4: Use of *ie* and *ei*****Word Bank**

achievement	besiege	caffeine	conceit	deficient
neighbor	neither	pierce	sleigh	yield

**Key Concepts**

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

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

**Spelling Practice**

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

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

**Spelling in Context**

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

1. to make a hole through \_\_\_\_\_

3. a stimulant found in coffee and cola \_\_\_\_\_

2. to surround with armed forces \_\_\_\_\_

4. a horse-drawn vehicle used on snow or ice \_\_\_\_\_

**LESSON 4 continued****Proofreading Practice**

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

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

chieftain  
reign

conscience  
species

counterfeit  
spiel

financier  
unwieldy

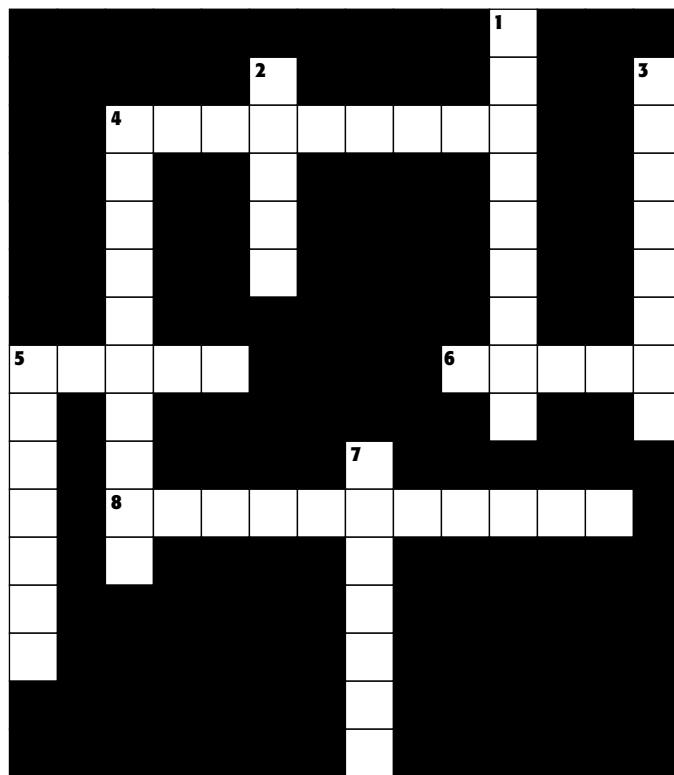
leisure  
weird

**Across**

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

**Down**

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



**Spelling Power****Unit 1 Review****Lessons 1–4**

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

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

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

- |            |                 |              |
|------------|-----------------|--------------|
| 11. jerund | 15. gnarled     | 18. sliegh   |
| gerund     | narled          | sleigh       |
| _____      | _____           | _____        |
| 12. pigeon | 16. achievement | 19. nieghbor |
| pijkeon    | achievement     | neighbor     |
| _____      | _____           | _____        |
| 13. salm   | 17. conceit     | 20. pierce   |
| psalm      | conciet         | peirce       |
| _____      | _____           | _____        |
| 14. getto  |                 |              |
| ghetto     |                 |              |
| _____      |                 |              |

**Spelling Power****Proofreading Application****Lessons 1–4**

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

Dear Myles,

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

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

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

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

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

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

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

Sincerely,  
George

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

**Spelling Power****Lesson 5: Vowel Spellings****Word Bank**complaint  
pheasantcue  
porcelaindoughy  
prevailendeavor  
reverieeuphoria  
wean**Key Concepts**

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

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

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

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

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

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

**Spelling Practice**

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

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

**Spelling in Context**

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

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

**LESSON 5 continued****Proofreading Practice**

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

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

bereaved

breadth

fiend

heifer

realism

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

1. Pattern 1: first vowel pronounced as a long vowel \_\_\_\_\_
2. Pattern 2: first vowel pronounced as a short vowel \_\_\_\_\_
3. Pattern 3: second vowel pronounced as a long vowel \_\_\_\_\_

**Spelling Power****Lesson 6: Diphthongs and Vowel + r Shifts****Word Bank**

aerosol

audition

bayou

disheartened

foundry

hearsay

orderly

scowl

turbulent

unspoiled

**Key Concepts**

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

<b>Sound</b>	<b>Spelling</b>	<b>Word</b>
\ō\	au	audition
\ī\	ay	bayou
\ou\	ou	foundry
\ou\	ow	scowl
\oi\	oi	unspoiled

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

<b>Sound</b>	<b>Spelling</b>	<b>Word</b>
\ār\	aer	aerosol
\är\	ar	disheartened
\ēr\	ear	hearsay
\ōr\	or	orderly
\er\	ur	turbulent

**Spelling Practice**

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

1. dishartened      disheartened \_\_\_\_\_
2. hearsay      heresay \_\_\_\_\_
3. scoul      scowl \_\_\_\_\_
4. aerosol      ariosol \_\_\_\_\_
5. unspoyled      unspoiled \_\_\_\_\_
6. orderly      ordurly \_\_\_\_\_
7. audition      oddition \_\_\_\_\_
8. bayou      biyoo \_\_\_\_\_
9. terbulent      turbulent \_\_\_\_\_
10. foundry      fowndry \_\_\_\_\_

**LESSON 6 continued****Spelling in Context****Complete each sentence with the correct word from the Word Bank.**

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

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

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

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

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

aisle	berth	endowment	heiress	pause
rehearsal	revere	royalist	sinister	sparsely

- |              |       |              |       |
|--------------|-------|--------------|-------|
| 1. mdtoenwen | _____ | 6. erevre    | _____ |
| 2. sreyplas  | _____ | 7. hreeasla  | _____ |
| 3. lsiae     | _____ | 8. supae     | _____ |
| 4. ereshsi   | _____ | 9. tberh     | _____ |
| 5. yarltsio  | _____ | 10. erssinit | _____ |

**Spelling Power****Lesson 7: Common Plural Forms****Word Bank**

altos

buoys

burritos

cavities

egos

masses

rodeos

sheaves

studios

vetoes

**Key Concepts**

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

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

**Spelling Practice**

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

1. vetos      egos      3. sheafs      rodeos      5. egoes      vetoes

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

2. cavities      studioses      4. massis      burritos      6. burritoes      studios

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

**Spelling in Context**

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

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

**LESSON 7 continued****Proofreading Practice**

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

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

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

**Spelling Application**

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

beliefs

crevasses

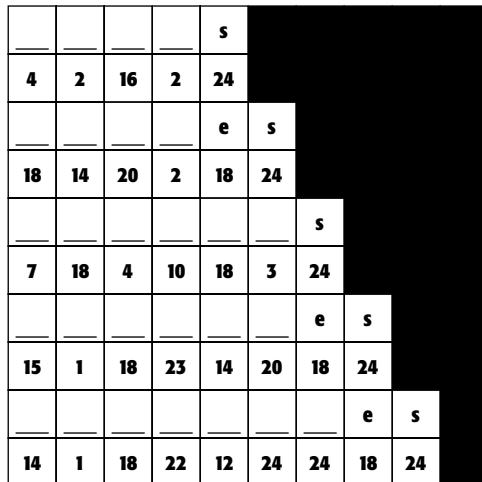
echoes

logos

trenches

**CODE**

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



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

**Spelling Power****Lesson 8: Uncommon Plural Forms****Word Bank**antennae  
mediaappendixes  
memorandumsaxes  
parenthesesdiagnoses  
phenomenaemphases  
stimuli**Key Concepts**

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

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

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

**Spelling Practice**

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

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

**LESSON 8 continued****Spelling in Context****Complete each sentence with the correct word from the Word Bank.**

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

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

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

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

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

alumni	bacteria	campuses	censuses	criteria
hypotheses	minimums	nuclei	radii	vertebrae

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

**Spelling Power****Unit 2 Review****Lessons 5–8**

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

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

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

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

**Spelling Power****Proofreading Application****Lessons 5–8**

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

*The Latest on the Music Scene*

Four years after their debut album hit record stores and won the hearts of the massis as well as the mediae, the Bouncing Babies have released their second album. Unfortunately the egoes of the lead singers (two talented altoes) and their terbulent lives outside the recording studioes seem to be affecting the quality of their songwriting. Many Babies fans will be dishartened by this latest release.

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

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**Spelling Power****Lesson 9: Doubling the Final Consonant****Word Bank**compelled  
meeknessconferred  
occurringformally  
preferenceinherited  
profitedleveled  
propelling**Key Concepts**

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

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

**Spelling Practice**

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

1. profitted

profited

5. propeling

propelling

8. occuring

occurring

2. meekkness

meekness

6. levelled

leveled

9. formally

formaly

3. inheritted

inherited

7. confered

conferred

10. preference

preference

4. compelled

compeled

**LESSON 9 continued****Spelling in Context**

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

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

**Proofreading Practice**

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

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

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

**Spelling Application**

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

accidentally	beginning	commitment	gladly	keenness
redder	referred	regretted	spotty	submitted

- |              |       |                |       |
|--------------|-------|----------------|-------|
| 1. stopy     | _____ | 6. nnnggiieb   | _____ |
| 2. ttbmdseui | _____ | 7. tmmimentoc  | _____ |
| 3. deedrn    | _____ | 8. aaedicldynt | _____ |
| 4. rrreeefd  | _____ | 9. skenenes    | _____ |
| 5. eeegrrdtt | _____ | 10. dallyg     | _____ |

**Spelling Power****Lesson 10: Syllabication****Word Bank**

essence

haggle

hallucinate

hotbed

migratory

minimize

petty

preexist

rehabilitate

subtitles

**Key Concepts**

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

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

**Spelling Practice**

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

1. prexist      petty      3. subtitles      minemize      5. haggle      esence

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

2. pety      migratory      4. preexist      halucinate      6. reabilitate      hotbed

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

**Spelling in Context**

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

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

**LESSON 10 continued****Proofreading Practice**

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

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

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

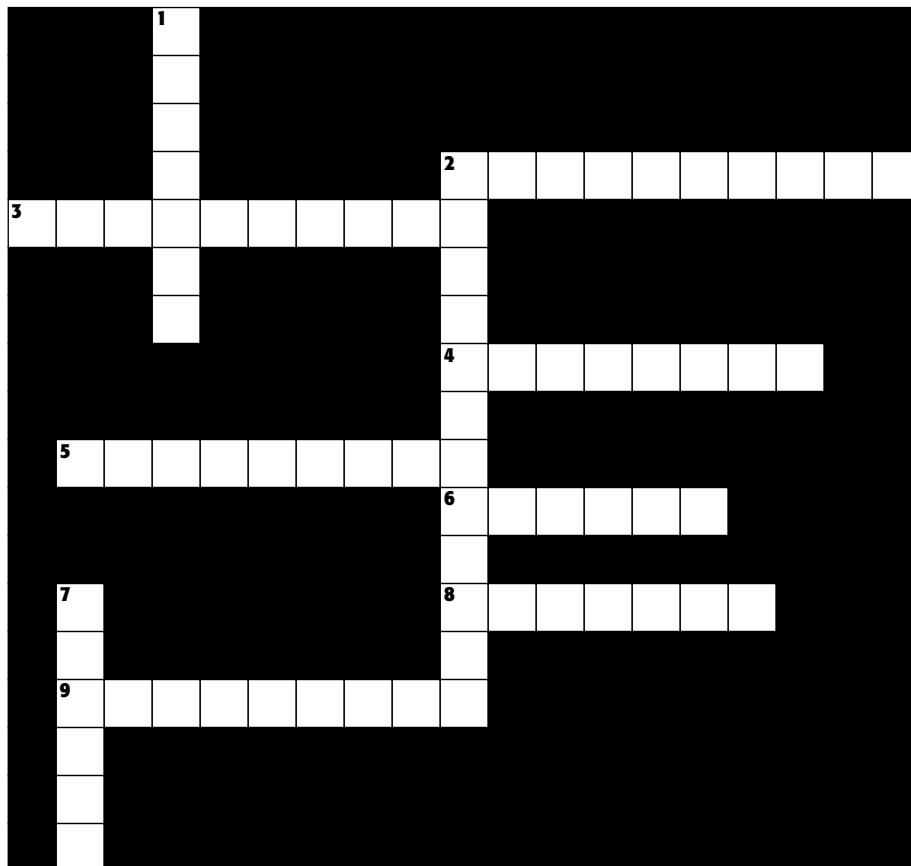
**Spelling Application**

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

acquittal	alphabetical	animated	apostrophe	culprit
irrational	narrative	remnant	topple	unable

**Across**

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



**Spelling Power****Lesson 11: Soft Final Syllables****Word Bank**

curtsey

grammar

instigator

nasal

polar

ramble

recur

reformer

trowel

worldly

**Key Concepts**

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

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

**Spelling Practice**

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

1. rec + (ur, er) = \_\_\_\_\_

5. pol + (ar, er) = \_\_\_\_\_

8. trow + (al, el) = \_\_\_\_\_

2. instigat + (er, or) = \_\_\_\_\_

6. curts + (ey, ie) = \_\_\_\_\_

9. ramb + (el, le) = \_\_\_\_\_

3. gramm + (ar, er) = \_\_\_\_\_

7. world + (ley, ly) = \_\_\_\_\_

10. nas + (al, le) = \_\_\_\_\_

4. reform + (ur, er) = \_\_\_\_\_

**Spelling in Context**

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

1. one who provokes \_\_\_\_\_

4. rules of a language \_\_\_\_\_

2. to happen more than once \_\_\_\_\_

5. a gesture of respect \_\_\_\_\_

3. one who brings change \_\_\_\_\_

**LESSON 11 continued****Proofreading Practice**

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

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

genie

humble

solar

tumbler

vital

**CODE**

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Power****Lesson 12: Suffixes and the Silent e****Word Bank**debatable  
outrageousdiversity  
overseeingenunciation  
shamelessexposure  
traceablegrievous  
untiring**Key Concepts**

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

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

**Spelling Practice**

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

1. debate + able =

\_\_\_\_\_

3. diverse + ity =

\_\_\_\_\_

5. oversee + ing =

\_\_\_\_\_

2. enunciate + ion =

\_\_\_\_\_

4. outrage + ous =

\_\_\_\_\_

6. trace + able =

\_\_\_\_\_

**Spelling in Context**

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

1. Winning the Best Newcomer award was just the kind of exposure the actress needed.

\_\_\_\_\_

2. The king vowed to avenge the grievous acts that had taken place.

\_\_\_\_\_

3. There was a knot in the yarn, so she spent several minutes untieing it.

\_\_\_\_\_

4. Cats are completely shameless about their love of comfort.

\_\_\_\_\_

5. The diversity of the seminars that the psychologist conducted reflected her versatile background.

\_\_\_\_\_

**LESSON 12 continued****Proofreading Practice**

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

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

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

**Spelling Application**

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

disgraceful

evacuation

insanity

movable

movement

k o o e p b l e t j s r

w r a r r w a s g e r g

s a x d b m r m g v k d

g j i y g o s o j a l i

c n n j u v u v o c a s

d i s g r a c e f u l g

a q a e w b w m e a e r

d l n e i l f e w t p a

s e i a y e f n a i p c

g g t s o o e t y o e e

t l y s s g e n k n r i

y b o v l e n t o i u o

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

\_\_\_\_\_

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

\_\_\_\_\_

**Spelling Power****Unit 3 Review****Lessons 9–12**

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

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

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

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

**Spelling Power****Proofreading Application****Lessons 9–12**

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

*From the President*

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

*New Building Planned for Newark Site*

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

*Environmental Assessment to Begin*

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

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

*Employee News*

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

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

**Spelling Power****Lesson 13: Suffixes and the Final y****Word Bank**classifying  
displayingemployed  
peculiaritiesfortification  
reliancefrayed  
talliedfurious  
unruliness**Key Concepts**

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

- 1.** If there is a vowel before the final *y*, keep the *y*.

employ + ed = employed      fray + ed = frayed      display + ing = displaying

- 2.** If there is a consonant before the final *y*, change the *y* to *i* before adding the suffix.

fortify + cation = fortification      fury + ous = furious      rely + ance = reliance  
tally + ed = tallied      unruly + ness = unruliness

- 3.** When adding the suffix *-ing*, keep the *y*.

classify + ing = classifying

- 4.** To form the plural of a word that ends in *y*, change the *y* to *i* and add *es*.

peculiarity + es = peculiarities

**Spelling Practice**

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

- 1.** tally + ed =      **4.** unruly + ness =

\_\_\_\_\_

- 2.** fortify + cation =      **5.** fray + ed =

\_\_\_\_\_

- 3.** classify + ing =      **6.** employ + ed =

\_\_\_\_\_

**Spelling in Context**

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

- |                           |       |                       |       |
|---------------------------|-------|-----------------------|-------|
| <b>1.</b> oddities        | _____ | <b>4.</b> showing     | _____ |
| <b>2.</b> extremely angry | _____ | <b>5.</b> misbehavior | _____ |
| <b>3.</b> dependence      | _____ |                       |       |

**LESSON 13 continued****Proofreading Practice**

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

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

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

**Spelling Application**

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

defraying

enjoyable

guiltily

purification

surliness

1. Pattern 1: If a vowel precedes the final y, keep the y.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Pattern 2: If a consonant precedes the final y, change the y to i.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Pattern 3: If the suffix is -ing, keep the y.

\_\_\_\_\_

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

adolescence	dependent	inhabitant	inheritance	maintenance
negligent	predominant	prominence	stimulant	tolerance

**Key Concepts**

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

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

**Spelling Practice**

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

1. prominence      prominence \_\_\_\_\_
2. inhabitant      inhabitent \_\_\_\_\_
3. tolerance      tolerance \_\_\_\_\_
4. adolescance      adolescence \_\_\_\_\_
5. maintainance      maintenance \_\_\_\_\_
6. negligent      negligant \_\_\_\_\_
7. dependent      dependant \_\_\_\_\_
8. predominant      predominant \_\_\_\_\_
9. inheritance      inheristence \_\_\_\_\_
10. stimulent      stimulant \_\_\_\_\_

**LESSON 14 continued****Spelling in Context****Complete each sentence below with the correct word from the Word Bank.**

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

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

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

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

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

abundant	component	confident	ignorance	inhalant
nutrient	permanent	relevance	sequence	significance

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

**Spelling Power****Lesson 15: The Suffixes *-ize*, *-ise*, *-yze*****Word Bank**

advise

analyze

characterize

dramatize

familiarize

merchandise

monopolize

oxidize

philosophize

pulverize

**Key Concepts**

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

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

**Spelling Practice**

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

1. character \_\_\_\_\_
2. pulver \_\_\_\_\_
3. merchant \_\_\_\_\_
4. monopoly \_\_\_\_\_
5. adv \_\_\_\_\_

6. drama \_\_\_\_\_
7. familiar \_\_\_\_\_
8. ana \_\_\_\_\_
9. oxide \_\_\_\_\_
10. philosophy \_\_\_\_\_

**Spelling in Context**

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

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

**LESSON 15 continued****Proofreading Practice**

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

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

compromise

recognize

systematize

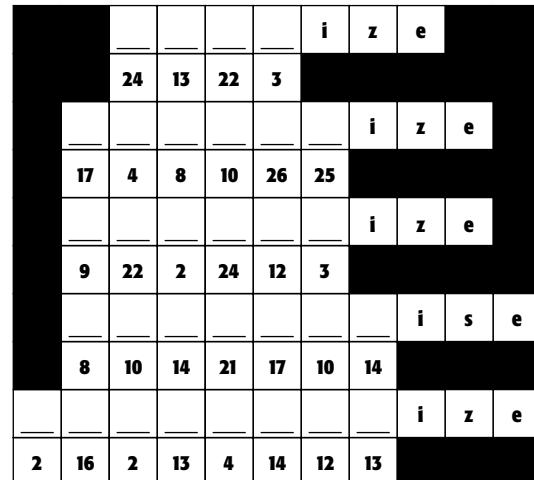
utilize

visualize

**CODE**

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

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



**Spelling Power****Lesson 16: Prefixes****Word Bank**

antibiotic	appalling	bilingual	commemorate	disembodied
preconception	reconcile	subconscious	superfluous	unicycle

**Key Concepts**

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

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

**Spelling Practice**

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

1. subconscious antebiotic      3. antibiotic priconception      5. superfluous preconception

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

2. adpalling superfluous      4. supconscious bilingual      6. disembodied reconcile

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

**Spelling in Context**

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

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

**LESSON 16 continued****Proofreading Practice**

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

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

accord                    antitrust  
disallow                revive

apprehend              subdivision  
supertanker

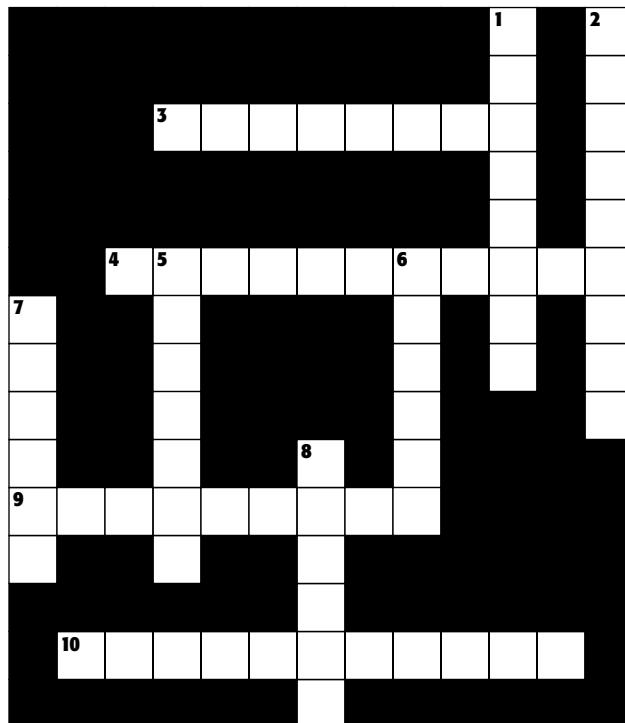
biweekly                combat  
uniform

**Across**

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

**Down**

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



**Spelling Power****Unit 4 Review****Lessons 13–16**

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

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

**Read each statement and write the word described.**

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

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

16. displaing displaying \_\_\_\_\_
17. philosophize philosophise \_\_\_\_\_
18. disembodied dissembodied \_\_\_\_\_
19. oxiduze oxidize \_\_\_\_\_
20. inhabitent inhabitant \_\_\_\_\_

**Spelling Power****Proofreading Application****Lessons 13–16**

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

*Clothes Call*

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

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

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

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

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

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

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

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

**Spelling Power****Lesson 17: Noun Suffixes****Word Bank**conviction  
internshipdictatorship  
mountaineerencouragement  
prejudicefusion  
solitudefutility  
vocation**Key Concepts**

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

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

**Spelling Practice**

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

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

**LESSON 17 continued****Spelling in Context**

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

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

**Proofreading Practice**

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

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

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

**Spelling Application**

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

attitude  
oddity

civilization  
possession

decision  
sincerity

government  
version

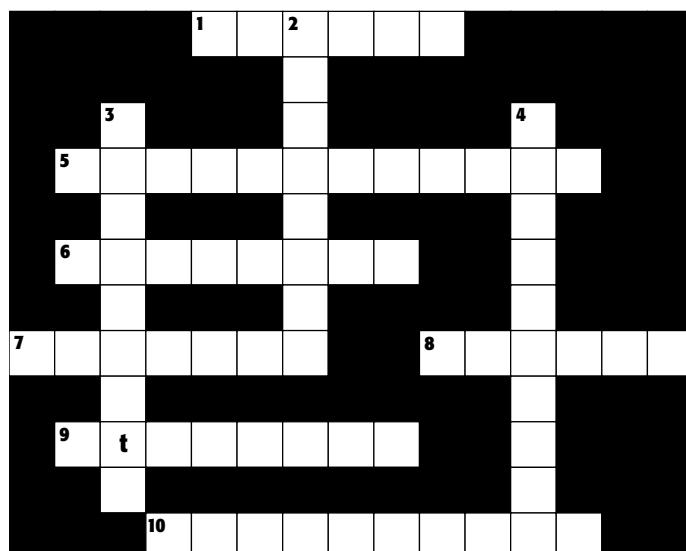
occasion  
vision

**Across**

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

**Down**

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



**Spelling Power****Lesson 18: Adjective Suffixes****Word Bank**

accessible

allowable

convertible

courageous

forcible

harmonious

nutritious

practicable

spacious

visible

**Key Concepts**

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

- 1.** The suffixes *-ible* and *-able* mean “able” or “capable of being.”

allow + able = allowable      vis + ible = visible      access + ible = accessible

- 2.** In most cases, drop a silent e before adding *-able* or *-ible*.

practice + able = practicable      force + ible = forcible

- 3.** The suffixes *-ous*, *-eous*, and *-ious* mean “of, full of, characterized by, like, or having.” They can be added to words or word roots.

courage + ous = courageous      nutrit + ious = nutritious

- 4.** When a word ends in *y*, drop the final *y* before adding *-ious*.

harmony + ious = harmonious

**Spelling Practice**

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

- 1.** courage + (ous, ious)

\_\_\_\_\_

- 6.** nutrit + (ious, eous)

\_\_\_\_\_

- 2.** space + (eous, ious)

\_\_\_\_\_

- 7.** harmony + (eous, ious)

\_\_\_\_\_

- 3.** force + (able, ible)

\_\_\_\_\_

- 8.** access + (able, ible)

\_\_\_\_\_

- 4.** allow + (able, ible)

\_\_\_\_\_

- 9.** convert + (able, ible)

\_\_\_\_\_

- 5.** practice + (able, ible)

\_\_\_\_\_

- 10.** vis + (able, ible)

\_\_\_\_\_

**LESSON 18 continued****Spelling in Context****Complete each sentence with the correct word from the Word Bank.**

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

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

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

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

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

desirous

furious

gracious

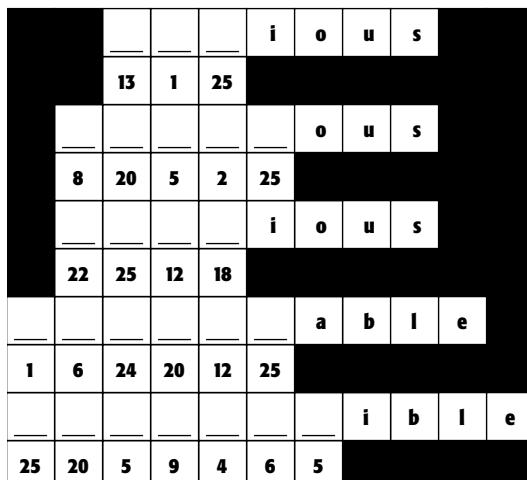
responsible

unbearable

**CODE**

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

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



**Spelling Power****Lesson 19: Verb Suffixes****Word Bank**

aggravate

conjugate

enlighten

invigorate

lengthen

liquefy

petrify

radiate

sanctify

strengthen

**Key Concepts**

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

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

**Spelling Practice**

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

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

**Spelling in Context**

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

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

**LESSON 19 continued****Proofreading Practice**

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

Develop the habit of stretching every morning to enivorate yourself and strengthin your muscles.

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

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

elaborate

generate

quantify

rectify

straighten

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

1. -ate \_\_\_\_\_

\_\_\_\_\_

2. -ify \_\_\_\_\_

\_\_\_\_\_

3. -en \_\_\_\_\_

**Spelling Power****Lesson 20: Adverb Suffixes****Word Bank**crosswise  
sidewaysexotically  
slylyfully  
unknowinglypassably  
unsteadilyrelatively  
windward**Key Concepts**

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

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

relative + ly = relatively      sly + ly = slyly      unknowing + -ly = unknowingly

2. Drop the final */* before adding *-ly* to a word that ends in *//*.

full + ly = fully

3. Drop the */e* before adding *-ly* to a word that ends in */e*.

passable + ly = passably

4. When a word ends in *y*, change the *y* to an *i* before adding *-ly*.

unsteady + ly = unsteadily

5. Use *-ally* to turn an adjective that ends in *ic* into an adverb.

exotic + ally = exotically

6. The suffixes *-wise*, *-ways*, and *-ward* also form some adverbs. These suffixes mean “to” or “toward.”

cross + wise = crosswise      side + ways = sideways      wind + ward = windward

**Spelling Practice**

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

1. When adding *-ly* to a word that ends in *//*, drop the final */*.

\_\_\_\_\_

2. Change the final *y* to *i* before adding *-ly*.

\_\_\_\_\_

3. Use the suffix *-ally* to make an adverb out of a word that ends in *ic*.

\_\_\_\_\_

4. Use the suffixes *-wise*, *-ways*, and *-ward* to form three adverbs.

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

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

\_\_\_\_\_

6. Drop the */e* before adding *-ly* to a word that ends in */e*.

\_\_\_\_\_

**LESSON 20 continued****Spelling in Context**

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

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

**Proofreading Practice**

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

August 18, The Grand Canyon

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

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

**Spelling Application**

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

admirably  
lovabley

awfully  
nicely

craftily  
otherwise

leisurely  
unfairly

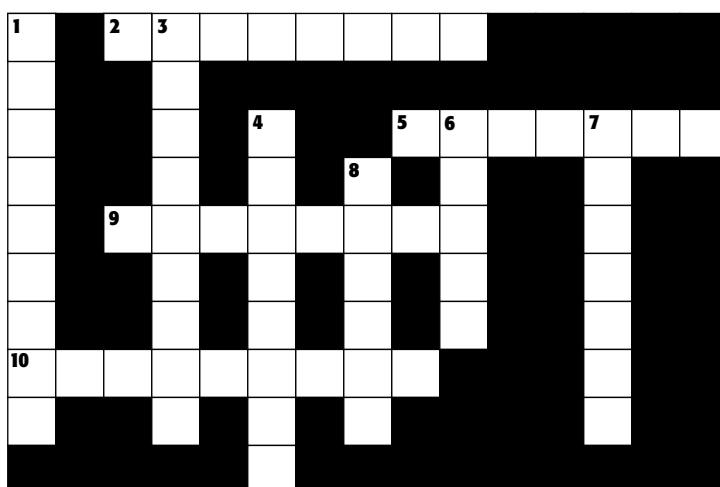
longways  
wryly

**Across**

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

**Down**

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



**Spelling Power****Unit 5 Review****Lessons 17–20****In each case below, add the suffix indicated. Then write the new word on the line provided.**

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

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

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

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

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

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

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

**Spelling Power****Proofreading Application****Lessons 17–20**

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

*Student Simulation Climbs to the Top*

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

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

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

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

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

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

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

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

acceptance	access	deceptive	excess	inconceivable
proceed	receding	receive	secede	successive

**Key Concepts**

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

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

**Spelling Practice**

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

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

**Spelling in Context**

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

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

**LESSON 21 continued****Proofreading Practice**

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

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

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

**Spelling Application**

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

concede

exceedingly

perceive

processing

reception

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

1. Word containing
- ceed*

3. Word containing
- cess*

5. Word containing
- cede*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Word containing
- ceive*

4. Word containing
- cept*

\_\_\_\_\_

\_\_\_\_\_

**Spelling Power****Lesson 22: Common Greek Word Roots****Word Bank**

astrology

bibliography

chronic

genetic

geological

hydrophobia

kleptomania

philosophy

sophomore

stethoscope

**Key Concepts**

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

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

aster, astr = star

geo = earth

log, logy = word

phobia = fear of

biblio = book

graph = write

mania = madness

scope = see; perceive

chron = time

hydro = water

moro = foolish

soph = wise; wisdom

gen = birth; race

klepto = theft

phil = love

stethos = chest

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

aster + log = astrology

phil + soph = philosophy

klepto + mania = kleptomania

biblio + graph = bibliography

soph + moro = sophomore

stethos + scope = stethoscope

hydro + phobia = hydrophobia

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

**Spelling Practice**

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

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

**Spelling in Context**

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

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

**LESSON 22 continued****Proofreading Practice**

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

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

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

**Spelling Application**

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

astronomy

chronicle

claustrophobia

dehydrate

genealogy

geography

graphics

maniac

microscope

sophisticated

1. csepomrioc

6. padschiteisot

\_\_\_\_\_

\_\_\_\_\_

2. trayomnso

7. yohapgerg

\_\_\_\_\_

\_\_\_\_\_

3. erdhaydet

8. lcehronic

\_\_\_\_\_

\_\_\_\_\_

4. egonygael

9. abulatohcisorp

\_\_\_\_\_

\_\_\_\_\_

5. cmania

10. rspicgah

\_\_\_\_\_

\_\_\_\_\_

**Spelling Power****Lesson 23: Common Latin Word Roots****Word Bank**aqueduct  
dictionaudible  
inclinationbelligerent  
localeconversion  
marinercorrupt  
verifiable**Key Concepts**

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

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

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

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

**Spelling Practice**

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

1. diction verifyable
3. mariner aqueduc
5. aqueduct diktion

\_\_\_\_\_

2. belijgerent conversion
4. inklination verifiable
6. lokal audible

\_\_\_\_\_

**Spelling in Context**

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

aqua loc mar rupt vers

1. \_\_\_\_\_ale \_\_\_\_\_
2. \_\_\_\_\_iner \_\_\_\_\_
3. cor\_\_\_\_\_ \_\_\_\_\_
4. con\_\_\_\_\_ion \_\_\_\_\_
5. \_\_\_\_\_duct \_\_\_\_\_

**LESSON 23 continued****Proofreading Practice**

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

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

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

**Spelling Application**

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

abrupt

induct

inverse

marina

recline

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

1. word containing
- cline*

3. word containing
- mar*

5. word containing
- vers*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. word containing
- duct*

4. word containing
- rupt*

\_\_\_\_\_

\_\_\_\_\_

**Spelling Power****Lesson 24: Words Borrowed from Other Languages****Word Bank**

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

**Key Concepts**

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

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

**Spelling Practice**

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

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

**LESSON 24 continued****Spelling in Context****Complete each sentence with the correct word from the Word Bank.**

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

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

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

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

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

forte

grotesque

poncho

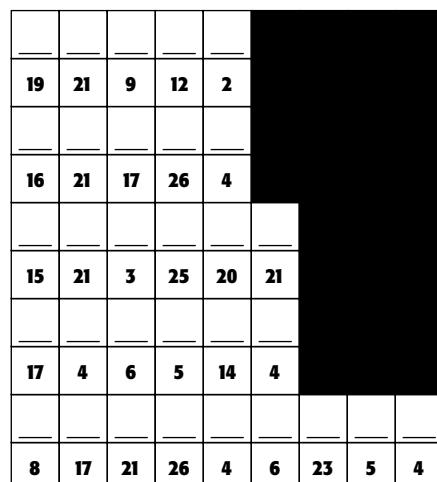
résumé

voilà

**CODE**

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

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



**Spelling Power****Unit 6 Review****Lessons 21–24**

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

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

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

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

**Spelling Power****Proofreading Application****Lessons 21–24**

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

*NJU Students Choose Majors*

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

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

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

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**Spelling Power****Lesson 25: Possessives****Word Bank**

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

**Key Concepts**

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

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

**Spelling Practice**

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

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

**LESSON 25 continued****Spelling in Context**

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

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

**Proofreading Practice**

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

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

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

**Spelling Application**

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

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

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

**Spelling Power****Lesson 26: Homonyms****Word Bank**

brake/break

foreword/forward

hurdle/hurtle

instance/instants

vain/vane

**Key Concepts**

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

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

**Spelling Practice**

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

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

**LESSON 26 continued****Spelling in Context****Complete each sentence with the correct word from the Word Bank.**

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

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

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

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

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

ducked/duct

earn/urn

gait/gate

pain/pane

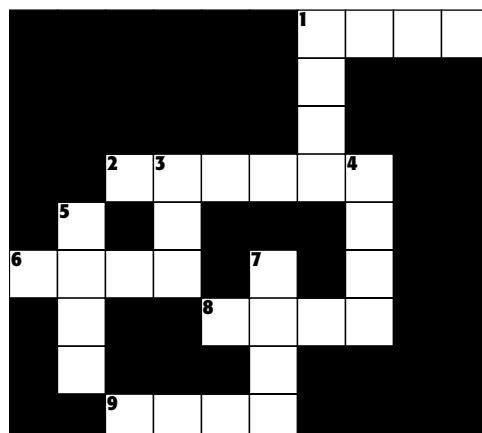
pole/poll

**Across**

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

**Down**

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



**Spelling Power****Lesson 27: Synonyms****Word Bank**

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

**Key Concepts**

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

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

**Spelling Practice**

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

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

**LESSON 27 continued****Spelling in Context**

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

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

**Proofreading Practice**

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

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

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

**Spelling Application**

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

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

1. rotiitnenorag      5. nimelg      8. secioasta

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

2. amdlime      6. ctnampdreie      9. yruiiinq

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

3. lafw      7. edetfc      10. epdypuslos

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

4. dglaaleely

\_\_\_\_\_

**Spelling Power****Lesson 28: Antonyms****Word Bank**

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

**Key Concepts**

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

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

**Spelling Practice**

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

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

**Spelling in Context**

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

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

**LESSON 28 continued****Proofreading Practice**

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

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

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

**Spelling Application**

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

aspire/despair

assemble/disperse

deficient/sufficient

deplete/increase

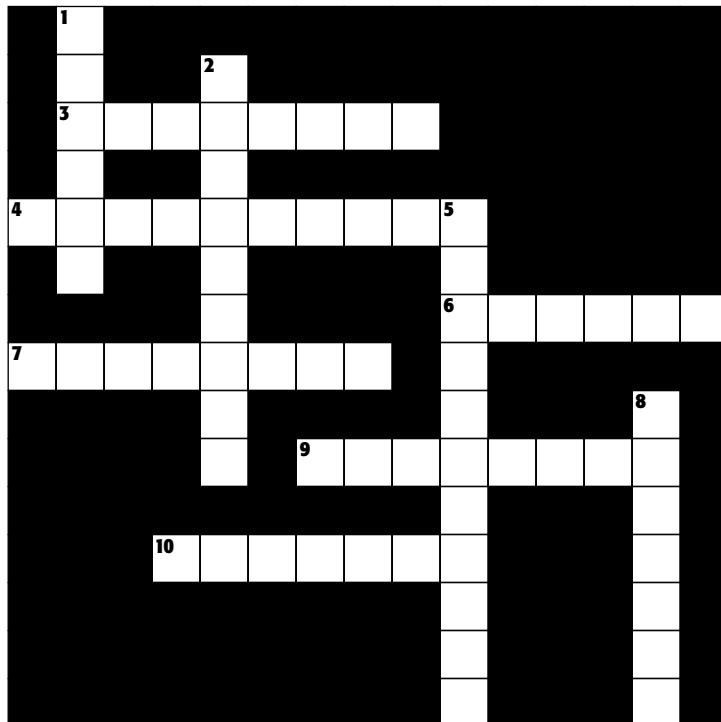
opaque/transparent

**Across**

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

**Down**

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



**Spelling Power****Unit 7 Review****Lessons 25–28**

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

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

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

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

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

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

**Spelling Power****Proofreading Application****Lessons 25–28**

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

Dear Dr. Livingston:

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

Without being forward, I would like to take the opportunity to elaborate on my experience. As you can see by my résumé, I have had my R.N.s license for many years. During the time that I practiced nursing, I worked with a diverce population. For several years, I was the director of a womens center and became an advocate for the health issues of that population. Then my interests led me to another staige in my nursing career. I became the head nurse of the pediatric floor at the local hospital.

Although I enjoyed both positions immensely, I could not pacify the urge to continue my education. The expense of returning to school was a hurtle I had to overcome. While taking courses to advance my medical knowledge, I worked as an assistant for a physicists association, an experience that added a new dimension to my understanding of science.

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

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

Your's truly,  
Anna Taylor

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

**Spelling Power****Lesson 29: Compound Nouns****Word Bank**

break-in

checkbook

decision making

earache

great-aunt

layoff

man-at-arms

markup

outhouse

workout

**Key Concepts**

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

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

**Spelling Practice**

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

1. man-at-arms      man at arms      5. break in      break-in      8. great-aunt      great aunt

\_\_\_\_\_

2. ear-ache      earache      6. markup      mark-up      9. outhouse      out-house

\_\_\_\_\_

3. workout      work-out      7. check book      checkbook      10. lay-off      layoff

\_\_\_\_\_

4. decision-making      decision making

\_\_\_\_\_

**LESSON 29 continued****Spelling in Context****Complete each sentence below with the correct word from the Word Bank.**

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

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

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

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

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

buildup

headache

layout

recipe book

takeoff

1. Pattern 1: Compound nouns that end with *ache* are solid. \_\_\_\_\_
2. Pattern 2: Compound nouns that end with *off*, *out*, and *up* are usually solid. \_\_\_\_\_  
\_\_\_\_\_
3. Pattern 3: Compound nouns that end with *book* can be solid or open. \_\_\_\_\_

**Spelling Power****Lesson 30: Compound Adjectives****Word Bank**all-out  
self-centeredhalfhearted  
thirty-ninehill-like  
thoroughly efficientlemon yellow  
two-thirdslong-winded  
well-made**Key Concepts**

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

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

**Spelling Practice**

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

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

**LESSON 30 continued****Spelling in Context**

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

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

**Proofreading Practice**

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

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

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

**Spelling Application**

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

all-purpose

ashy gray

fair-haired

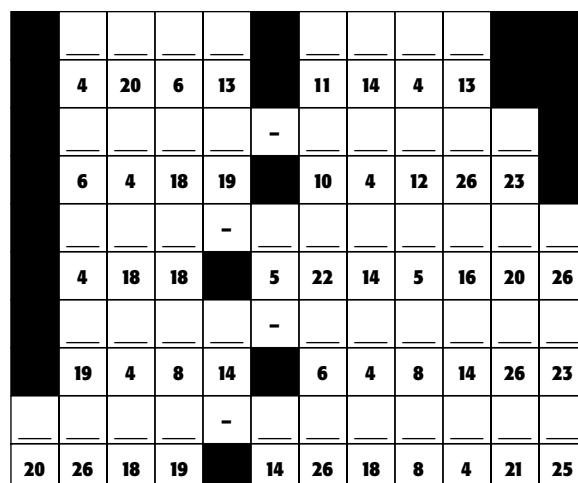
half-baked

self-reliant

**CODE**

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

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



**Spelling Power****Lesson 31: Words Often Confused****Word Bank**

carat/caret

elapse/lapse

faze/phase

formally/formerly

incite/insight

**Key Concepts**

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

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

**Spelling Practice**

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

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

**Spelling in Context**

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

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

**LESSON 31 continued****Proofreading Practice**

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

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

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

**Spelling Application**

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

attain/attend

capital/capitol

device/devise

flounder/founder

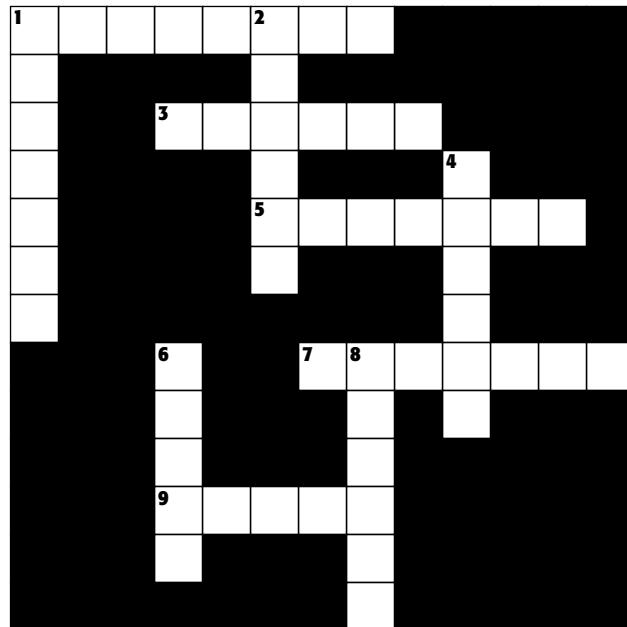
gorge/gouge

**Across**

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

**Down**

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



**Spelling Power****Lesson 32: Words Often Misspelled****Word Bank**

altogether	colossal	eligible	etiquette	government
municipal	occurrence	particularly	sufficient	temperament

**Key Concepts**

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

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

**Spelling Practice**

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

- |                 |             |              |            |               |              |
|-----------------|-------------|--------------|------------|---------------|--------------|
| 1. sufficient   | alltogether | 5. munisiple | eligible   | 8. etikett    | temperament  |
| <hr/>           |             | <hr/>        |            | <hr/>         |              |
| 2. occurrence   | colossal    | 6. etiquette | sufficeint | 9. altogether | collosal     |
| <hr/>           |             | <hr/>        |            | <hr/>         |              |
| 3. particularly | municipal   | 7. goverment | occurrence | 10. eligable  | particularly |
| <hr/>           |             | <hr/>        |            | <hr/>         |              |
| 4. government   | temperment  |              |            |               |              |
| <hr/>           |             |              |            |               |              |

**LESSON 32 continued****Spelling in Context**

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

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

**Proofreading Practice**

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

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

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

**Spelling Application**

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

accommodate	discipline	efficient	embarrass	hygiene
implement	missile	nuclear	nuisance	significant

1. gyeenih \_\_\_\_\_
2. seamrbrsa \_\_\_\_\_
3. cmdaemtaooc \_\_\_\_\_
4. eifcetnfi \_\_\_\_\_
5. leisims \_\_\_\_\_
6. fastgicinni \_\_\_\_\_
7. sliiiednpc \_\_\_\_\_
8. anniecus \_\_\_\_\_
9. peelmanmit \_\_\_\_\_
10. laneurc \_\_\_\_\_

**Spelling Power****Unit 8 Review****Lessons 29–32****Draw a line through the word in each set that is spelled incorrectly. Write the word correctly.**

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

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

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

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

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

**Spelling Power****Proofreading Application****Lessons 29–32**

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

*Strong Candy Sales Spur Company Growth*

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

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

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

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_