Vocabulary and Spelling
Lesson 86
Building Vocabulary: Learning from Context

You can often figure out the meaning of an unfamiliar word through context. The context of a word is the words and sentences that surround it. The chart below lists different kinds of context clues.

<table>
<thead>
<tr>
<th>TYPE OF CONTEXT</th>
<th>CLUE WORDS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>that is, in other words, or, which means</td>
<td>The soldiers tried to camouflage, or disguise, the tanks.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td>like, such as, for example, for instance, including</td>
<td>Wild animals use many forms of habitation, such as dens, burrows, and nests.</td>
</tr>
<tr>
<td><strong>Comparison</strong></td>
<td>too, also, likewise, similarly</td>
<td>The lead driver accelerated; those behind him sped up, too.</td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
<td>but, on the other hand, unlike, however</td>
<td>The suspect evaded the police for several days, but they finally caught him.</td>
</tr>
</tbody>
</table>

**Exercise 1** Draw a line under the word or words that help you understand the italicized word in each sentence. Circle the clue words. Write the meaning of the italicized word in the blank.

I always avoid toxic plants such as poison ivy. poisonous
1. Alicia did not like the curfew in her town. For example, if she had to be home by 8:00 P.M., she could not study late in the public library.

2. Unlike Kenji, who fidgets constantly, Chiyo sits calmly at her desk during class.

3. The foraging raccoons also searched for food in the campgrounds.

4. The dodo bird is extinct; the passenger pigeon, too, is no longer in existence.

5. The papers were scattered haphazardly, which means they were thrown every which way.

6. The desks were cumbersome, on the other hand, the chairs were easy to manage.

7. Some placards called for the mayor’s recall; other posters called for his impeachment, too.

8. The cabin at the lake is rudimentary; in other words, we cook in the fireplace and sleep in sleeping bags on the floor.

9. Some of Esperanza’s exercises were strenuous. However, others were much easier to do.

10. The motel sign read “Vacancy,” that is, rooms were still available.

11. The county helped with the national census; the city also assisted with the population count.

12. Our cistern was overflowing, unlike the other wells in the community.

13. Penny was aloof at first, but she became more friendly after a few days at her new school.

14. Haloke is resourceful; for instance, he can find a solution to any problem.

15. Conifers, such as pines and firs, stay green all through the winter.

16. The robbers’ cache, or hiding place, was discovered by hikers.
Lesson 87
Building Vocabulary: Word Roots

A **root** is the main part of a word, and it carries the main meaning of the word. By knowing the meanings of common word roots, you can usually figure out the meanings of unfamiliar words. Study the word roots and their meanings on the chart. When a word root is a complete word, it is called a **base word**.

<table>
<thead>
<tr>
<th>ROOT</th>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>script</strong></td>
<td>inscription</td>
<td>something written</td>
</tr>
<tr>
<td><strong>spec</strong></td>
<td>spectacles</td>
<td>devices that improve eyesight</td>
</tr>
<tr>
<td><strong>aud</strong></td>
<td>audible</td>
<td>can be heard</td>
</tr>
<tr>
<td><strong>duct</strong></td>
<td>conductor</td>
<td>leader of an orchestra</td>
</tr>
<tr>
<td><strong>pel</strong> or <strong>pul</strong></td>
<td>repellent</td>
<td>substance that pushes insects away</td>
</tr>
<tr>
<td><strong>ject</strong></td>
<td>reject</td>
<td>throw back</td>
</tr>
<tr>
<td><strong>port</strong></td>
<td>portable</td>
<td>can be carried</td>
</tr>
<tr>
<td><strong>dict</strong></td>
<td>dictator</td>
<td>sole ruler</td>
</tr>
</tbody>
</table>

**Exercise 1** Draw a line under the root of each word. Using a dictionary when needed, write a short definition of each word.

- **spectacle**: something seen that is unusual or entertaining

1. reporter
2. auditorium
3. projector
4. prescription
5. spectators
6. dictate
7. introduction

8. export

9. propulsion

10. contradict

11. prospector

12. description

13. porter

14. audience

15. propellers

16. conduct

17. eject

18. rejection

19. audition

20. suspect

**Exercise 2** Draw a line under the word that best fits the definition in parentheses.

I cannot compel you to study. (force)

1. The speculators filled the stock exchange. (people looking for business opportunities)

2. I object to your tone of voice. (am opposed)

3. The new drapes reduced the noise in the large room. (made smaller)

4. The silly clown made a spectacle of himself. (something viewed that is amusing or unusual)

5. The boss gave dictation to her secretary. (spoken words)

6. The public transportation situation in the city has grown worse. (the carrying of people and goods)

7. I found that strange word in the dictionary. (book of words in the language)

8. Will you subscribe to that new magazine? (order or sign up for)
Lesson 88
Building Vocabulary: Prefixes and Suffixes

A prefix can be added to the beginning of a word and a suffix can be added to the end of a word. Prefixes and suffixes change the meanings of root words. The spelling of a word can change when a suffix is added.

### Prefixes

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Examples</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>un-</em></td>
<td>unwrapped</td>
<td>not wrapped</td>
</tr>
<tr>
<td><em>dis-</em></td>
<td>dishonest</td>
<td>not honest</td>
</tr>
<tr>
<td><em>non-</em></td>
<td>nonprofit</td>
<td>not for profit</td>
</tr>
<tr>
<td><em>im-</em></td>
<td>immortal</td>
<td>not mortal</td>
</tr>
<tr>
<td><em>il-</em></td>
<td>illogical</td>
<td>not logical</td>
</tr>
<tr>
<td><em>re-</em></td>
<td>reheat</td>
<td>heat again</td>
</tr>
<tr>
<td><em>super-</em></td>
<td>supersonic</td>
<td>above the speed of sound</td>
</tr>
<tr>
<td><em>sub-</em></td>
<td>subzero</td>
<td>below zero</td>
</tr>
<tr>
<td><em>fore-</em></td>
<td>forenoon</td>
<td>before noon</td>
</tr>
<tr>
<td><em>post-</em></td>
<td>postwar</td>
<td>after the war</td>
</tr>
<tr>
<td><em>uni-</em></td>
<td>unicycle</td>
<td>one-wheeled vehicle</td>
</tr>
<tr>
<td><em>bi-</em></td>
<td>biweekly</td>
<td>every two weeks</td>
</tr>
<tr>
<td><em>tri-</em></td>
<td>triangle</td>
<td>with three angles</td>
</tr>
</tbody>
</table>

### Exercise 1
Using a prefix and a base word, write a new word in the blank that matches the definition.

One-wheeled bicycle  **unicycle**

1. not legal __________________________
2. not true __________________________
3. the opposite of comfort __________________________
4. undersea vehicle __________________________
5. apply again __________________________
6. every three months __________________________
7. beyond the natural __________________________
8. the opposite of sense __________________________
9. soil under the surface __________________________
10. the front of the head __________________________
11. not expensive __________________________
12. not approve ________________________________
13. to date after today ____________________________
14. state again ________________________________
15. two-winged airplane ____________________________

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**Suffixes**

-ship and -hood mean 
  “state of” or “condition of”
-ment means “act of” or “state of”
-ward means “in the direction of” or “toward”
-ist means “one who”
-ish means “like”
-ous means “full of” or “like”
-al means “like” or “having to do with”

**Examples**

neighborhood
friendship
management
homeward
archaeologist
childish
courageous
alphabetical

**Meanings**

state of being neighbors
state of being friends
act of managing
toward home
one who studies archaeology
like a child
full of courage
having to do with the alphabet

---

**Exercise 2** Use a base word and a suffix to form a new word that matches the definition.

1. one who studies science ________________________________
2. toward the sky ________________________________
3. act of being excited ________________________________
4. state of being a leader ________________________________
5. one who writes novels ________________________________
6. having to do with tradition ________________________________
7. full of humor ________________________________
8. act of improving ________________________________
9. full of peril ________________________________
10. state of being false ________________________________
11. having to do with logic ________________________________
12. one who studies geology ________________________________
13. one who plays the violin ________________________________
14. full of thunder ________________________________
15. like a boy ________________________________
16. toward the sea ________________________________
Lesson 89
Synonyms and Antonyms

**Synonyms** are words that mean the same or about the same as each other. **Antonyms** are words that mean the opposite of each other.

Binte **raced** through her test and **hurried** out to soccer practice. (synonyms)

Kikuyu **raced** through the first part of the course and then **crawled** over the finish line. (antonyms)

Sometimes you can form an antonym by adding a prefix meaning “not.”

I thought my report was **complete**, but my teacher told me it was **incomplete**.

► **Exercise 1** Draw a line under the synonym in parentheses that means the same or about the same as the italicized word in the sentence.

Dinosaurs were **astonishing** animals. (fierce, well-polished, surprising)

1. Many species of animals and plants are no longer on Earth; they have become **extinct**. (mature, nonexistent, hidden)

2. Some **species** died out because of natural causes. (kinds, special, scientists)

3. **Meteorological** factors, such as periods of drought or severe cold, caused many animals to become extinct. (disease, climate, war)

4. Plant-eating dinosaurs were often eaten by **carnivores**. (meat eaters, gorillas, vegetables)

5. Today, many species of animals are **endangered**. (imperiled, migrating, adapting)

6. Human activities often destroy the **habitats** of animals. (food, homes, health)

7. If a single oak tree is cut down, 280 species may be affected because they are **linked** with that tree in a food chain. (connected, familiar, hostile)

8. Many food chains have a **delicate** balance and can be easily destroyed. (strong, filmy, fragile)

9. If owls die out because trees are cut down, the animals on which owls **prey** grow more numerous and become pests. (feed, sit, nest)

10. Rain forests **harbor** millions of animal and plant species. (endanger, shelter, number)

11. Scientists fear that continual destruction of rainforest plants will deprive humans of **remedies** for many diseases. (germs, descriptions, cures)
12. Other human behavior also makes it difficult for plants and animals to *survive.* (hide, live, hunt)

13. Chemicals *pollute* the environment, poisoning many species. (color, extend, dirty)

14. When these poisons get into animals’ bodies, the adults cannot *reproduce.* (eat, breed, sleep)

15. The pesticide DDT is so dangerous that authorities *banned* it in many areas. (encouraged, sold, prohibited)

16. People also *poach* animals for their skins, tusks, and fur. (hunt, raise, protect)

17. Although such activities are *illicit* in many places, the trade in endangered animal products continues. (encouraged, profitable, illegal)

18. When *alien* species are brought to a new area, they often crowd out native species who are already there. (colorful, foreign, adaptable)

19. When rabbits were brought to Australia, their numbers *increased* until they killed off crops. (shrank, stabilized, grew)

20. Today many people who are concerned about the environment *strive* to protect endangered species around the world. (refuse, try, agree)

**Exercise 2** In order for the sentence to make sense, underline the word in parentheses that is the antonym of the italicized word in the sentence.

Zoos often house many *common* animals so that they may breed in safety. (normal, rare, sleepy)

1. Some endangered species are being put into *unprotected* areas. (safe, special, illegal)

2. The *tiny* Serengeti National Park in Tanzania, Africa, is home to more than two million rhinos, leopards, zebras, and giraffes. (enormous, overdeveloped, rare)

3. The government of India set up Operation Tiger to help people *hunt* the tigers. (see, raise, protect)

4. Wildlife refuges often have problems because they are *overfunded.* (anti-animal, substandard, underfunded)

5. Manatees are water mammals that have become *numerous* because many are killed or injured by boat propellers. (injured, rare, independent)

6. Environmentalists have created *desert* reserves in order to protect the manatees. (forest, mountain, marine)
Lesson 90

Homonyms

Homonyms are words that sound alike or are spelled alike but have different meanings. The word *homonym* comes from Greek words that mean *same names*. There are two kinds of homonyms. The first type, *homographs* are spelled alike but have different meanings and often have different pronunciations.

The *sow* watched the farmer *sow* his crops. (homographs)

The second type of homonym, *homophones*, are words that sound alike but have different spellings and different meanings.

I *know* you want to stay up late, but I still say *no*. (homophones)

► Exercise 1 Write *N* above the italicized homograph if it is a noun, *V* if it a verb, and *adj.* if it is an adjective.

   *V*
   The teacher will *record* our scores.

1. I have a *record* of my grades.
2. Terri has taken the *lead*.
3. Carla is our *lead* cheerleader.
4. A strong *wind* knocked over our antenna last night.
5. Sook will *wind* the tape.
6. Jamal *read* about it in the school paper.
7. Nancy Drew mysteries are a good *read*.
8. That is a strange *object*.
9. How can you *object* to this video?
10. The *fleet* sailed into the harbor.
11. The *fleet* deer sailed over the thorny hedge.
12. I won’t shed a *tear* over spilled milk.
13. Charles saw a *tear* in my new jacket.
14. Listen to those motorcycles *tear* down the street.
15. Yoshi must learn to tie a *bow* tie.
16. A viking ship had a high *bow*.
17. The fans are really *wound* up for the game.
18. I thought you *wound* the old clock yesterday.
19. A white *dove* landed on the park bench.
20. Sheila *dove* off the high board.

**Exercise 2** Draw a line under the words that are homophones. A sentence may contain several homophones.

My dad bought a small *sailboat* at the boat *sale*.

1. The baby threw the toy through the bars of his crib.
2. It has been a week since my operation, but I still feel weak.
3. Their packages were sitting out there all day, so I suppose they’re soaked with rain by now.
4. I simply will not tie this silly knot!
5. It’s not fair for the bus company to raise its fare again!
6. Are you two going to the game, too?
7. I hear a finch over here in the trees.
8. The wind blew so hard that the ocean’s blue water turned to grey.
9. If you give me another pear to pare, then I will have a pair.
10. The expert sailor sailed straight through the narrow strait.
11. The presence of my grandmother usually means there are presents for us.
12. I can’t wait any longer to lose the weight I put on.
13. We had to brake quickly to avoid the water that was spilling out of the break in the levee.
14. Will you give me some peace if I give you another piece of pie?
15. Solada got the one thing she really wanted when the Tigers won the championship game.
16. It gave Molly great pain to tell her father she had broken the window pane.
17. Ouch, I poked a finger in my eye!
18. While I had the flu, a bird flew down the chimney flue and into the house.
Lesson 91
Basic Spelling Rules I

SPELLING IE AND EI

The i comes before e, except when both letters follow c or when both letters are pronounced together as an a sound as in neighbor and weigh.

achieve   griev     deie     ceieling    weig

There are some exceptions to this rule, so you should memorize their spellings. Exceptions include *species*, *weird*, *either*, *seize*, *leisure*, and *protein*.

SPELLING UNSTRESSED VOWELS

An unstressed vowel sound is a sound that is not emphasized when the word is spoken. For example, the second syllable (i) in *sim-i-lar* is an unstressed vowel sound. If you are not sure which vowel to use when spelling an unstressed syllable, think of a similar word. In the word *rel__tive*, is the missing letter a, e, i, o, or u? Think of the word *relation*, which uses the vowel a, to spell the word relative.

**Exercise 1** Write in the blank the correct spelling for each word. If a word is already correct, write *correct*. Use a dictionary if necessary.

<table>
<thead>
<tr>
<th>reieif</th>
<th>relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. retreive</td>
<td></td>
</tr>
<tr>
<td>2. cieling</td>
<td></td>
</tr>
<tr>
<td>3. compition</td>
<td></td>
</tr>
<tr>
<td>4. neither</td>
<td></td>
</tr>
<tr>
<td>5. neice</td>
<td></td>
</tr>
<tr>
<td>6. imaganary</td>
<td></td>
</tr>
<tr>
<td>7. height</td>
<td></td>
</tr>
<tr>
<td>8. weird</td>
<td></td>
</tr>
<tr>
<td>9. receipt</td>
<td></td>
</tr>
<tr>
<td>10. createve</td>
<td></td>
</tr>
<tr>
<td>11. diet</td>
<td></td>
</tr>
<tr>
<td>12. observent</td>
<td></td>
</tr>
<tr>
<td>13. vie</td>
<td></td>
</tr>
<tr>
<td>14. defanition</td>
<td></td>
</tr>
<tr>
<td>15. seizure</td>
<td></td>
</tr>
<tr>
<td>16. decieve</td>
<td></td>
</tr>
<tr>
<td>17. opposite</td>
<td></td>
</tr>
<tr>
<td>18. hygeine</td>
<td></td>
</tr>
<tr>
<td>19. conceit</td>
<td></td>
</tr>
<tr>
<td>20. eighth</td>
<td></td>
</tr>
<tr>
<td>21. wiegh</td>
<td></td>
</tr>
<tr>
<td>22. informitive</td>
<td></td>
</tr>
<tr>
<td>23. photagraph</td>
<td></td>
</tr>
<tr>
<td>24. special</td>
<td></td>
</tr>
</tbody>
</table>
**SUFFIXES AND SILENT E**

For most words that end with silent e, keep the e when adding a suffix. When you add the suffix -ly to a word that ends in l plus silent e, drop the -le. Also drop the silent e when you add a suffix beginning with a vowel or a -y.

safe + -ly = safely  
drizzle + -ly = drizzly  
bubble + -ing = bubbling

**SUFFIXES AND FINAL Y**

For words ending with a vowel + y, keep the y when adding a suffix. For words ending with a consonant + y, change the y to i. The exception is when the suffix begins with an i. To avoid having two i's together, keep the y.

joy + -ful = joyful  
silly + -ness = silliness  
cry + -ing = crying

**ADDING PREFIXES**

When you add a prefix to a word, do not change the spelling of the word.

il- + legal = illegal  
re- + cook = recook  
un- + tie = untie

➤ **Exercise 2** Use the spelling rules in this lesson to spell the words indicated.

1. bite + -ing = ________________
2. migrate + -ion = ________________
3. sleepy + -ly = ________________
4. pre- + heat = ________________
5. tune + -ful = ________________
6. nerve + -ous = ________________
7. imagine + -able = ________________
8. un- + truthful = ________________
9. waste + -ful = ________________
10. fly + -er = ________________
11. spray + -ing = ________________
12. advise + -able = ________________
13. rely + -ed = ________________
14. peppy + -est = ________________
15. sprinkle + -ed = ________________
16. trouble + -ing = ________________
17. ice + -y = ________________
18. peace + -ful = ________________
19. startle + -ed = ________________
20. sub- + atomic = ________________
21. dis- + respect = ________________
22. froth + -y = ________________
23. babble + -ing = ________________
24. cry + -er = ________________
DOUBLING THE FINAL CONSONANT

Double the final consonant when a word ends with a single consonant following
one vowel and the word is one syllable or the last syllable is accented both before
and after adding the suffix.

jog + -er = jogger        omit + -ed = omitted

Do not double the final consonant if the accent is not on the last syllable or if the
accent moves when a suffix is added.

enter + -ed = entered     refer + -ence = reference

Also do not double the final consonant if the word already ends in two
consonants or if the suffix begins with a consonant.

sing + -er = singer        equip + -ment = equipment

When adding the suffix -ly to a word ending in -ll, drop one l.

hill + -ly = hilly         bull + -ly = bully

FORMING PLURALS

Form the plural of most nouns ending in -s, -sh, -ch, -x, or -z by adding -es. If the
noun ends with a consonant + -y, change the y to i and then add -es.

patch + -es = patches      fox + -es = foxes      fly + -es = flies

Add -s to nouns ending with a vowel + -y or o as well as to nouns ending with a
consonant + o.

toy + -s = toys            patio + -s = patios    solo + -s = solos

Some common exceptions are cargo-cargoes, hero-heroes, and tomato-tomatoes.

If a noun ends with a vowel + -f or -lf, change the f to a v and add -es. If a noun
ends with -fe, change the f to a v and add -s. Just add an -s for nouns ending with
-ff, and for some nouns ending with a vowel + -f.

loaf + -es = loaves        half + -es = halves     wife + -s = wives
knife + -s = knives        roof + -s = roofs       sniff + -s = sniffs

Irregular plurals include man-men, mouse-mice, goose-geese, foot-feet, woman-
women, child-children, and tooth-teeth.
FORMING COMPOUND WORDS

Keep the complete spelling of the original words in the compound.

snow + storm = snowstorm  broad + cast = broadcast  gear + shift = gearshift

Exercise 1 Use the rules from this lesson to write the plural form of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>1. wolf</td>
<td></td>
</tr>
<tr>
<td>2. piano</td>
<td></td>
</tr>
<tr>
<td>3. glass</td>
<td></td>
</tr>
<tr>
<td>4. tax</td>
<td></td>
</tr>
<tr>
<td>5. igloo</td>
<td></td>
</tr>
<tr>
<td>6. self</td>
<td></td>
</tr>
<tr>
<td>7. calf</td>
<td></td>
</tr>
<tr>
<td>8. staff</td>
<td></td>
</tr>
<tr>
<td>9. tomato</td>
<td></td>
</tr>
<tr>
<td>10. buzz</td>
<td></td>
</tr>
<tr>
<td>11. hobby</td>
<td></td>
</tr>
<tr>
<td>12. injury</td>
<td></td>
</tr>
<tr>
<td>13. leaf</td>
<td></td>
</tr>
<tr>
<td>14. kangaroo</td>
<td></td>
</tr>
<tr>
<td>15. chimney</td>
<td></td>
</tr>
<tr>
<td>16. mouse</td>
<td></td>
</tr>
<tr>
<td>17. scarf</td>
<td></td>
</tr>
<tr>
<td>18. whiff</td>
<td></td>
</tr>
<tr>
<td>19. photo</td>
<td></td>
</tr>
<tr>
<td>20. marsh</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2 Write in the blank the correct spelling for each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>donkies</td>
<td>donkeys</td>
</tr>
<tr>
<td>1. grabing</td>
<td></td>
</tr>
<tr>
<td>2. tooths</td>
<td></td>
</tr>
<tr>
<td>3. forgetable</td>
<td></td>
</tr>
<tr>
<td>4. skiscraper</td>
<td></td>
</tr>
<tr>
<td>5. shoping</td>
<td></td>
</tr>
<tr>
<td>6. ladys</td>
<td></td>
</tr>
<tr>
<td>7. spys</td>
<td></td>
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<td>8. singging</td>
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<td>9. bushs</td>
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<td>10. melodys</td>
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<td>11. housboat</td>
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<td>12. waltzs</td>
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<td>13. womans</td>
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<td>14. potatos</td>
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<td>15. cuffves</td>
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<td>16. wooly</td>
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<td>17. basekeball</td>
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<td>18. gooses</td>
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<td>19. ferrys</td>
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<td>20. preferrence</td>
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</table>
Exercise 1  Underline the word or words in parentheses that best complete each sentence. Use a dictionary if necessary.

(Their, They’re) planning to attend the Computer Club meeting.

1. After his heart surgery, the patient was wheeled to the (preoperative, postoperative) ward.
2. The wild (boar, bore) is a fierce animal native to the forests of Asia and North Africa.
3. Because the angry man’s tone was so vengeful, I decided to (open the door, call the police).
4. When the flexion returned to the woman’s wrist after the operation, she was able to (wash, bend) it again.
5. The lawyer carried the important legal papers in a leather (scolex, portfolio).
6. The fisherman from Nova Scotia spoke a (dialect, semaphore) so unusual that we had a hard time understanding him.
7. The prince vouchsafed the traveler passage through his territory; as a result, the traveler (succeeded, failed) in reaching the distant castle.
8. In preindustrial society, most people earned their living by working (in factories, on farms).
9. A metronome beside the piano helped the students (play the correct notes, count the correct rhythm).
10. Since she began (telecommuting, collating) in her job, my mother is able to spend much more time at home.
11. Pollution from burning fossil fuels can damage the (stratosphere, biosphere), the part of the earth’s atmosphere where we live.
12. The photographer asked us to (wait, weight) in her studio.

13. The impecunious students had to go without coal to heat their room; likewise, the family across the hall had little (intelligence, money).

14. Because they coproduced the award-winning film, (one, both) of them will receive the prize.

15. I could tell the patient’s (gustatory, visual) abilities were damaged because he couldn’t taste anything.

16. The way he taps his pencil during tests is beginning to (great, grate) on my nerves.

17. My little sister went to an audiologist to have her (vision, hearing) tested.

18. My grandmother’s (library card, antique diamond pin) was irreplaceable.

19. Because my mom saw no color in my (pallid, glowing) face, she put me to bed.

20. The king’s message was benedictory, and his subjects (rejoiced, grew fearful).

Exercise 2 Write a synonym and an antonym for each word. Use your dictionary or thesaurus as needed.

<table>
<thead>
<tr>
<th>WORD</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
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<tbody>
<tr>
<td>sad</td>
<td>glum</td>
<td>happy</td>
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<tr>
<td>1. feeble</td>
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<td>2. excited</td>
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<td>11. careful</td>
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<td>12. childish</td>
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Unit 14 Review: Basic Spelling Rules

Exercise 1 Underline the word or phrase that is spelled correctly.

The two presidents announced they were completely (committed, committed) to seeking peace.

1. The first thing Mom did when we moved into our new apartment was to assemble the (bookshelves, bookshelves).
2. A (bookkeeper, bookeeper) for a company needs to know how to use a computer.
3. There must be six or seven (partys, parties) planned for our eighth-grade graduation.
4. Kristin was (totally, totaly) surprised when she received the package.
5. Three former (secretary of the interiors, secretaries of the interior) were present for the hearings.
6. The (remainning, remaining) test questions don’t look too difficult.
7. Our family and the (Ramirezs, Ramirezes) often do things together.
8. The clown was wearing a goofy checked jacket with ugly (striped, stripped) pants.
9. Many different (species, specieses) are considered endangered.
10. (Shoing, Shoeing) a thousand-pound workhorse can’t be an easy job!
11. Almost every music group today makes (videos, videoes).
12. Telephoning everyone doesn’t seem like a (practicel, practical) solution to the problem.
13. Both teams played (their, thier) best game of the season.
14. Miranda doesn’t get nervous at all when the (spotlight, spottlight) is on her.
15. The weather in April is so (changeable, changable)!
16. When the singer asked if the crowd was ready to rock and roll, the crowd (shoutted, shouted) back “Yes!”
17. The governor will make a (statement, statement) at 3:30 this afternoon about the hurricane damage.

18. She would have (applied, applyed) for the program by now if she were really interested.

19. The scoreboard showed nothing but (zeros, zeroes) for the Milton batters through eight innings.

20. Uncle Roy got a (fishhook, fishook) in his finger and had to take it out carefully.

**Exercise 2** Write the new word formed by combining two words or by combining the word with the prefix or suffix indicated. Use a dictionary if necessary.

- **plant + -ing** planting
- **broken + -ness** brokenness
- **incredible + -ly** incredibly
- **hill + -ly** hilly
- **mis- + spelling** misspelling
- **suit + case** suitcase
- **propel + -ed** propelled
- **blue + berry** blueberry
- **use + -able** usable
- **fame + -ous** famous
- **play + book** playbook
- **sincere + -ly** sincerely
- **stop + -ed** stopped
- **flee + -ing** fleeing
- **escape + -ing** escaping
- **develop + -ment** development
- **open + -ness** openness
- **un- + natural** unnatural
- **state + -ed** stated
- **re- + alignment** realignment

**Exercise 3** Write the plural form of each word in the blank.

- **fox** foxes
- **mouse**
- **disc jockey**
- **ax**
- **leaf**
- **essay**
- **photo**
- **folly**
- **Jones**