Unit 14: Vocabulary and Spelling

Lesson 88
Building Vocabulary: Learning from Context

Clues to the meaning of a new word can be found in the context, the words and sentences surrounding it.

<table>
<thead>
<tr>
<th>TYPE OF CONTEXT CLUE</th>
<th>CLUE WORDS</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparison</strong></td>
<td>also, same, likewise, similar, similarly</td>
<td>His writing is barely legible. It is similar to chicken scratchings in a barnyard.</td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
<td>but, on the other hand, on the contrary, unlike, however</td>
<td>What I’m saying is no conjecture. On the contrary, I happen to know that it is absolutely true.</td>
</tr>
<tr>
<td><strong>Cause and effect</strong></td>
<td>because, since, therefore, as a result, consequently</td>
<td>The judge seems partial to the debate team from Smathers Middle School because she always nods when they give their speeches.</td>
</tr>
</tbody>
</table>

**Exercise 1** Use context clues to determine the meaning of the word in italics. Choose the correct meaning from the list and write its letter in the appropriate blank.

A. a sudden, unexpected desire
B. unimportant
C. untidy
D. avoid doing
E. unconcerned
F. out of style
G. tall and slender
H. bill
I. special vocabulary of a particular group
J. a job that requires little work
K. having to do with veins
L. prove wrong
M. motivation for doing something
N. talk about past experiences
O. gradual increase
P. unsuspicious

P — Steven is very **credulous**; he’ll believe almost anything.
1. After we received the shipment of computer paper, the company sent us an invoice asking us to pay the amount within thirty days.

2. That trifling problem is just not worth worrying about for one second.

3. It was fun to listen to the two brothers reminisce about their childhood on the farm.

4. I couldn’t understand a word of those computer scientists’ technical jargon.

5. Being treasurer of the Spanish Club is definitely not a sinecure; on the contrary, it requires a lot of time and effort.

6. Most of the players on the basketball team are rangy, while the members of the football team tend to be husky.

7. Because they had left a few holes in their argument, we were able to refute it.

8. Tell the captain he can be confident that I will never shirk my duty.

9. A chance to play in the city-wide championship game should be plenty of incentive for the volleyball team to work hard.

10. In response to the crescendo of applause, the candidate returned to the stage and waved to her supporters.

11. Eating too much fatty food can harm the vascular system and restrict the flow of blood throughout the body.

12. When the team went ahead by eighteen points, they grew complacent and stopped scoring.

13. You can tell by looking at his messy room that he is a slovenly person.

14. Don’t bring your tapes of that band to the party; their music is so outmoded it sounds as if it’s from the 1970s.

15. We hadn’t planned to go; we went to the movie purely on a whim.

► Writing Link  Choose three vocabulary words from the lesson and use them in your own sentences.
Lesson 89
Building Vocabulary: Word Roots

The **root** of a word is the part that carries the main meaning. Some roots can stand alone. Others make little or no sense without other word parts added to them. Knowing the meanings of roots can help you figure out the meanings of unfamiliar words.

<table>
<thead>
<tr>
<th>ROOT</th>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>audi</td>
<td>audible</td>
<td>able to be heard</td>
</tr>
<tr>
<td></td>
<td>audition</td>
<td>tryout where a person’s talents are displayed</td>
</tr>
<tr>
<td>bio</td>
<td>biology</td>
<td>study of living things</td>
</tr>
<tr>
<td></td>
<td>biography</td>
<td>story of a person’s life</td>
</tr>
<tr>
<td>ben</td>
<td>beneficial</td>
<td>good or positive</td>
</tr>
<tr>
<td></td>
<td>benefit</td>
<td>do something good</td>
</tr>
<tr>
<td>meter</td>
<td>speedometer</td>
<td>instrument for measuring speed</td>
</tr>
<tr>
<td></td>
<td>chronometer</td>
<td>instrument for measuring time</td>
</tr>
<tr>
<td>port</td>
<td>portable</td>
<td>able to be carried</td>
</tr>
<tr>
<td></td>
<td>export</td>
<td>goods sold, or carried, outside the country</td>
</tr>
</tbody>
</table>

**Exercise 1** In the blank, write a short definition of the italicized root. Use a dictionary if necessary.

1. video __________________________
2. attract _________________________
3. phonograph ______________________
4. incredible ______________________
5. geology _________________________
6. millipede _______________________
7. dentist _________________________
8. sonic __________________________
9. television ______________________
10. photograph ______________________
11. flexible _________________________
12. immortal ________________________
13. astronomy ______________________
14. century _________________________
15. convention ______________________
16. lecture _________________________
17. decade _________________________
18. chronicle _______________________
19. manual _________________________
20. telephone _______________________

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Exercise 2 Complete each sentence by filling in a word that uses the root in parentheses.

The farmer used his tractor to pull our car out of the ditch. (tract)

1. Because Brian is a good ____________________________, he was asked to take pictures for the school newspaper. (photo)

2. The members of the political party came together at their ____________________________ in Houston to nominate their candidates. (ven)

3. If you want to know what the temperature is outside, just look at the ____________________________. (meter)

4. When we watch ____________________________, we see pictures from far away in our own homes. (tele)

5. I’m reading a book about the life of Mother Teresa; it’s called ____________________________ of a Saint. (bio)

6. Take another look at your essay and ______________________ it if you think it’s necessary. (vis)

7. Our town is holding a ____________________________ to celebrate its founding one hundred years ago. (cent)

8. When the jet plane flew over our neighborhood, it created an unbelievably loud ____________________________ boom. (son)

9. For Spanish class we had to write a ____________________________ between two people; they could talk about anything we wanted. (log)

10. Since the automatic starter on Mom’s lawn mower doesn’t work, she has to pull the rope to start it ____________________________. (man)

11. Even though we could see the movie, we couldn’t hear it because the ____________________________ track was faulty. (audi)

12. I have mostly cassette tapes, but I also like to listen to old records on my dad’s ____________________________. (phon)

13. The box says the pet carrier is ____________________________, but when our cat, who weighs 22 pounds, is inside it, I can barely lift it! (port)

14. The ____________________________ table of American presidents lists them in the order they served. (chron)

15. The store tried to ____________________________ more customers by offering a special two-for-one sale. (tract)
Lesson 90
Building Vocabulary: Prefixes and Suffixes

Prefixes and suffixes are word parts that can be added to roots. A **prefix** is added to the beginning of the root. A **suffix** is added at the end.

un (prefix) + kind (root) = unkind ("not kind")
kind (root) + ness (suffix) = kindness (noun form of the adjective *kind*)

Prefixes and suffixes can change, even reverse, the meanings of roots. Suffixes, unlike prefixes, can also change the part of speech of the root word. For example, adding *-ness* to *kind* (an adjective) makes it into *kindness* (a noun). Adding *-ly* makes it into *kindly* (an adverb).

Learning prefixes and suffixes can help you figure out the meaning of unfamiliar words.

**PREFIXES**

- **co-**
- **il-**, **im-**, **in-**, **ir-**, **dis-**, **non-**, and **un-**
- **post-**
- **pre-**
- **sub-**

**MEANING**

- with
- not, the opposite of
- after
- before
- below or beneath

**SUFFIXES**

- **-al**, **-ly**, and **-y**
- **-ee**, **-eer**, **-er**, **-ian**, **-ist**, **-or**
- **-ful**, **-ous**

**MEANING**

- in the manner of, having to do with
- one who does (something)
- full of

**Exercise 1** Add a prefix or suffix to each italicized root word. Write the new word in the blank and underline the suffix or prefix.

1. logically
2. regular
3. protest
4. angrily
5. adequate
6. drives
7. together
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8. full of tact
9. in the manner of being contented
10. the opposite of attractive
11. having to do with sun
12. one who invests money
13. full of spite
14. after the election
15. below freezing
16. in the manner of being excited
17. the opposite of polite
18. one who plays
19. having to do with the action of reversing something
20. arranged ahead of time
21. full of courage
22. having to do with music
23. the opposite of literate
24. in the manner of being sloppy

Exercise 2 Underline the prefix or suffix in each word. Write the meaning of the word. Use a dictionary if necessary.

1. unpopular
2. postpone
3. bravely
4. coauthor
5. comical
6. harpist
7. painter
Lesson 91
Building Vocabulary: Synonyms and Antonyms

Synonyms are words that have the same, or nearly the same, meaning. For example, *end* and *finish* are synonyms, as are *big* and *large*. When searching for just the right word to use, the best place to find synonyms is in a thesaurus. A dictionary also has information on synonyms and their usage.

Antonyms are words that have the opposite, or nearly opposite, meaning. *Begin* and *finish* are antonyms, as are *big* and *small*. The easiest way to form antonyms is by adding a prefix meaning *not*. *Un-*, *il-*, *dis-*, *in-*, *im-*, *ir-*, and *non-* are all prefixes that reverse the meaning of a root. They form antonyms such as *unfair*, *illegal*, *disinterested*, *inefficient*, *imperfect*, *irregular*, and *nonfat*. Sometimes an antonym can be made by changing the suffix. *Joyful* and *joyless* are antonyms.

► Exercise 1  Write a synonym in the blank to replace the word or words in italics. Use your dictionary or thesaurus as needed. Answers may vary.

1. Mei’s *enthusiasm* for competition was second to none.
2. Eating healthy foods is definitely *good* for the body.
3. This beautiful lake is so *calm* at sunrise.
4. Their response to the question was one of total *confusion*.
5. My throat is so *dry* I could drink a gallon of water.
6. The hotel where Christine stayed in New Mexico had a lovely little *patio*.
7. My grandfather always talks about how *long-lasting* his first lawn mower was.
8. The scorpion *moved* under a rock when we approached it.
9. Ray has a *very bad* cold; he ought to be in bed instead of at school.
10. Diplodocus, one of the largest dinosaurs, was a *plant-eater*.
11. The freeway heading into Los Angeles was absolutely choked with *cars*.
12. Martin *thought* about why the character in the novel would have behaved the way she did.
13. I knew we had a problem when I noticed that the wall behind the refrigerator was _wet_.

14. When Roger first moved to his new school, Jose was the _nicest_ person he met.

15. Serafina sang her solo last night _very well_.

16. Will you _start_ dancing when everyone else does?

17. The _acute_ pain in my stomach didn’t go away, so my mom called the doctor.

18. I hope you won’t _desert_ me when I need you.

**Exercise 2** Write an antonym in the blank to replace the word in italics. Use your dictionary or thesaurus as needed. Answers will vary.

__________ Mr. Nakajima seemed _glum_ when I visited him in the hospital.

1. Rachel’s flight was scheduled to _depart_ at 4:45 A.M.
2. The candidate will be _available_ for questions this afternoon.
3. The movie was actually _lengthier_ than it seemed.
4. The _closing_ time of the shop was posted in the window.
5. What you are suggesting seems _possible_.
6. Philip’s mood seemed _buoyant_ after what he had been through.
7. They _believe_ the political candidate’s remarks.
8. Lisa is one of the most _sensitive_ people I know.
9. Gina told me that Jim’s apology was _heartfelt_.
10. I couldn’t think of going outside on such a _frigid_ day!
11. Many of the company’s activities were _advisable_.
12. I was surprised by how _polite_ the visitor was.
13. The bracelet he gave her for her birthday was very _costly_.
14. The goalie on our soccer team moved to a _nearby_ town.
15. We all felt that Herb expressed his ideas _clearly_.

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Lesson 92
Building Vocabulary: Homographs and Homophones

Homographs are words that are spelled alike but have different meanings and sometimes different pronunciations. The root *homo* means “same,” and *graph* means “write.” *Beat* and *beat* are homographs. You can *beat* an opponent in a game, and you can appreciate a song’s *beat*.

Homophones are words that sound alike but are spelled differently and have different meanings. *Male* and *mail* are homophones.

Exercise 1  Write the italicized homograph’s part of speech. Write *N* for noun, *V* for verb, or *adj.* for adjective.

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**N**  Sarah carefully opened the fragile *box*.

**V**  I will *box* in the tournament.

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1. Her dress for the dance was a *pale* shade of purple.
2. The farmer had to repair a *pale* in the wooden fence.
3. Many postal workers sorted the *mail* over the holidays.
4. Will you please *mail* this letter for me?
5. My brother could *yak* on the phone all night.
6. The *yak* is a large, shaggy-haired wild ox of Tibet.
7. A large *bull* charged the toreador as the crowd shouted, “Olé.”
8. The *bull* is an official *bull* to all his priests.
9. Will that sweater *fray* at the seams?
10. A *fray* started after the football game between the cross-town rivals.
11. Walking on the *piled* carpeting was like walking on cushions.
12. Our neighbor *piled* the firewood along the chain-link fence.
13. All passengers will *abandon* the sinking ship.
14. Following final exams, the students left the school with reckless *abandon*.
15. The *slug* slowly crept across the pavement.
16. Sometimes the boxers *slug* each other during a match.
9. The little girl refused to sit on Santa’s lap.

10. My best friend, Julie, won the writing contest at school.

While sightseeing in South Korea, we had to exchange dollars for won.

**Exercise 2** The words in parentheses are homophones. Underline the word that best completes each sentence.

The harder the wind (blew, blue), the colder it felt on the mountain.

1. The explorers finally discovered the (sight, site) of the ancient temple.

2. Chickens, ducks, and turkeys are all types of (foul, fowl).

3. By the time our friends arrived, they were several (hours, ours) late.

4. Phil was taking his favorite (you, ewe) to the state fair sheep contest.

5. If you don’t (need, knead) bread long enough, it won’t bake properly.

6. If you can, (would, wood) you please come a few minutes early to help me set up the chairs?

7. I’ll never forget my first glimpse of the (sea, see) as we drove over the hill.

8. Finishing a marathon race is a (reel, real) accomplishment, no matter what your time.

9. Don’t stand out there freezing—come on (in, inn).

10. Brittany likes to (reed, read) mysteries.

11. Helen should have received that package by now, since we (scent, sent) it last week.

12. Have you ever wanted to (sore, soar) in the sky like an eagle?

13. Sailing around the world alone in a tiny sailboat is an incredible (feet, feat).

14. We watched as the robin hopped down the sidewalk and ate a (whole, hole) fat worm.

15. Jordi is allergic to (bee, be) stings, so she always has to carry a special sting kit.

16. My sister gets up at half past (fore, four) in the morning to deliver newspapers.

17. I’m glad that people can now be (find, fined) for littering the beach.

18. This juice is (made, maid) from Florida oranges, isn’t it?
Lesson 93
Basic Spelling Rules I

SPELLING IE AND EI
The i comes before the e, except when both letters follow c or when both letters are pronounced together as an a sound. However, many exceptions to this rule exist.

believe (i before e)  receive (ei after c)  eight (a sound)  height (exception)

SPELLING UNSTRESSED VOWELS
An unstressed vowel is a vowel sound that is not emphasized when the word is pronounced. For example, in combination the second syllable, bi, is unstressed. To determine how an unstressed vowel is spelled, think of a related word in which that syllable is stressed. To determine the spelling of the second syllable in combination, think of the word combine.

Exercise 1 Write each word adding the missing vowel or vowels.

ach—ve  achieve
1. retr—ve
2. v—l
3. penc-l
4. fant-sy
5. attend-nt
6. w—rd
7. c—ling
8. perc—ve
9. rel—ve
10. influ-nce
11. neg-tive
12. dram-tist
13. mel-dy
14. conc—ve
15. n—ghbor
16. gr—ve

ADDING PREFIXES
When adding a prefix to a word, simply keep the spelling of the word and attach the prefix. If the prefix ends in the same letter as the first letter of the word, keep both letters.

un + happy = unhappy  co + operate = cooperate
SUFFIXES AND FINAL Y
When a word ends in a consonant + y, change the y to i before adding a suffix. When the word ends in a vowel + y, keep the y. If the suffix begins with an i, keep the y.
fly + es = flies     key + s = keys     fly + ing = flying     play + ing = playing

SUFFIXES AND SILENT E
When adding a suffix that begins with a consonant to a word that ends in silent e, keep the e.
achieve + ment = achievement
When adding a suffix that begins with a vowel or y to a word that ends in a silent e, drop the e.
give + ing = giving
When adding -ly to a word that ends in l plus silent e, drop the le.
possible + ly = possibly
When adding a suffix that begins with a or o to a word that ends in ce or ge, keep the e.
change + able = changeable
When adding a suffix that begins with a vowel to a word that ends in ee or oe, keep the e.
canoe + ing = canoeing

Exercise 2 Use the spelling rules in this lesson to spell the words indicated.
state + -ment  statement
1. pre- + wash ____________________  10. post- + election ________________
2. like + -able ____________________  11. amaze + -ment ________________
3. reply + -es ____________________  12. try + -ing ________________
4. hoe + -ing ____________________  13. semi- + formal ________________
5. co- + write ____________________  14. noise + -y ________________
6. compete + -ing ____________________  15. dis- + service ________________
7. live + -ly ____________________  16. agree + -able ________________
8. manage + -able ____________________  17. possible + -ly ________________
9. debate + -able ____________________  18. quote + -ing ________________
Lesson 94
Basic Spelling Rules II

DOUBLING THE FINAL CONSONANT

Double the final consonant when a word ends in a single consonant following one vowel if the word is one syllable. The same rule applies if the word has an accent on the last syllable and the accent remains there after the suffix is added.

mop + -ing = mopping
compel + -ing = compelling
mad + -er = madder
admit + -ed = admitted

Do not double the final consonant when the suffix begins with a consonant.

color + -ful = colorful
kind + -ness = kindness
bad + -ly = badly

Special case: When a word ends in ll and the suffix -ly is added, drop one l.

full + -ly = fully
dull + -ly = dully

FORMING COMPOUND WORDS

When forming compound words, the spelling rule is very simple. Just put the two words together, even if it means having two consonants together.

book + keeper = bookkeeper
back + pack = backpack

Exercise 1 Write in the blank the new word formed by combining the two words or word and suffix indicated.

jog + -ing = jogging

1. retreat + -ing
2. count + -ed
3. jack + knife
4. unforget + -able
5. ship + -ed
6. war + -ed
7. shrill + -ly
8. regret + -able
9. bold + -ness
10. win + -er
11. occur + -ence
12. light + house
13. leader + -ship
14. zoo + keeper
15. remember + -ing
16. wrap + -er
17. busy + body
18. refer + -ence
GENERAL RULES FOR FORMING PLURALS

Most nouns form their plurals by adding -s. However, nouns that end in \(ch, s, sh, \) x, or z form their plurals by adding -es. If the noun ends in a consonant + y, change y to i and add -es. If the noun ends in If, change the f to a v and add -es. If the noun ends in fe, change the f to a v and add -s.

desks foxes histories selves knives

SPECIAL RULES FOR FORMING PLURALS

To form the plural of proper names and one-word compound nouns, follow the general rules for plurals. To form the plural of hyphenated compound nouns or compound nouns of more than one word, make the most important word plural.

Andersons Montezes doormats blueberries
sisters-in-law secretaries of defense

Some nouns have irregular plural forms.

dgeese mice teeth children oxen

Some nouns have the same singular and plural forms.

deer sheep fish antelope

Exercise 2 Write in the blank the plural form of each word.

brother-in-law brothers-in-law

1. notch ____________________ 10. life ____________________
2. buzz ____________________ 11. self ____________________
3. box ____________________ 12. Morris ____________________
4. baby ____________________ 13. passer-by ____________________
5. studio ____________________ 14. goose ____________________
6. shelf ____________________ 15. antelope ____________________
7. giraffe ____________________ 16. head of state ____________________
8. belief ____________________ 17. sheep ____________________
9. video ____________________ 18. strawberry ____________________
Unit 14 Review: Building Vocabulary

Exercise 1  Underline the word or words in parentheses that correctly complete the sentence. Use a dictionary if necessary.

Cara’s favorite class is (biology, biography).

1. (Post, pre) meridiem means “after noon.”
2. The United States (exports, imports) grain to Russia.
3. A metronome, ticking rhythmically, helped the piano student keep the music’s (beat, beet) consistent.
4. Lynn, a law student, carries class notes in a leather (scolex, portfolio).
5. The postal worker delivers our (male, mail) in the afternoons.
6. Dixie’s shovel and (pail, pale) lay abandoned in the hot sand.
7. Did you test the car’s (breaks, brakes)?
8. Because they cosigned the bank papers for a loan, (one, both) of them will have to pay it back.

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>
</tr>
</thead>
<tbody>
<tr>
<td>remember</td>
<td>recall</td>
<td>forget</td>
</tr>
<tr>
<td>1. few</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. choose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. delight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. dirty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. disorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. labor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. assist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. foolish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. true

10. common

11. boring

12. useless

13. merry

14. inspire

15. avoid

16. courage

17. steady

18. bold

19. joy

20. clumsy

21. morning

22. stand

23. last

24. float

**Exercise 3** Add a prefix or suffix to the root of each italicized word. Write the new word in the blank.

**unmoved**

- not moved

1. one who dances

2. in the manner of meekness

3. the opposite of matter

4. full of beauty

5. below the soil

6. one who makes music

7. full of joy

8. in the manner of boldness
Unit 14 Review: Basic Spelling Rules

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

1. Our school (principle, principal) has many progressive ideas.
2. We will meet our (freinds, friends) at the movie tomorrow night.
3. Owning a dog is a large (responsability, responsibility).
4. Tamara and Vivian are going (shoping, shopping) for bathing suits.
5. The (chiefs of staff, cheives of staff) gathered in the conference room.
7. We laughed when Grandpa’s (fishook, fishhook) got caught on his pants.
8. Julius was (totally, totaly) stunned to see his cat run up the oak tree.
9. The song says that Wyatt Earp was (couragous, courageous) and bold.
10. Visiting the Grand Canyon was an (unforgettable, unforgettable) experience.
11. I am sure Gracie will (recieve, receive) many compliments on her new purple sweater.
12. The twins plan to attend (seperate, separate) summer camps.
13. Carbohydrates, proteins, minerals, and vitamins are important (nutriants, nutrients) for the body.
14. Is your little brother as (nosei, nosy) as mine is?
15. The (monkies, monkeys) at the zoo entertained our class all afternoon.
16. Fireflies are (becomming, becoming) very active in the evenings now.
17. Please cut the pizza into two (halves, halfs).
18. Juanita (led, lead) our field hockey team to victory.
19. My parents took many (photoes, photos) when we vacationed at Gettysburg.
20. Look at all the (deer, deers) scrambling out of the wood.
21. The weather has been extremely (changable, changeable) lately.
22. Dr. Berkowitz gave Amad (medecine, medicine) to help reduce the swelling of his sprained ankle.
Exercise 2 Write in the blank the word formed by combining two words or by combining the word with the prefix or suffix indicated.

skate + -ing skating

1. remarkable + -ly ______________________ 11. refer + -ed ______________________
2. incredible + -ly ______________________ 12. co- + operate ______________________
3. broken + -ness ______________________ 13. dis- + service ______________________
4. mis- + spelling ______________________ 14. imply + -ed ______________________
5. peace + -able ______________________
6. benefit + -ed ______________________
7. back + pack ______________________
8. use + -able ______________________
9. fancy + -ful ______________________
10. employ + -ment ______________________

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

music box music boxes

1. atlas ______________________
2. key ______________________
3. echo ______________________
4. wife ______________________
5. fox ______________________
6. branch ______________________
7. audience ______________________
8. blueberry ______________________
9. sheep ______________________
10. Jones ______________________
11. foot ______________________
12. piano ______________________
13. Monday ______________________
14. son-in-law ______________________
15. roomful ______________________
16. giraffe ______________________