Vocabulary and Spelling Practice Book
Contents

Part 1: Vocabulary Development
Vocabulary Practice 1: Prefixes: e-, ef-, ex- .................................................. 1
Vocabulary Practice 2: Prefixes: di-, dia-, dis- ................................................... 2
Vocabulary Practice 3: Prefixes: ab-, ob- .......................................................... 3
Vocabulary Practice 4: Prefixes: co-, col-, con-, cor- ........................................ 4
Vocabulary Practice 5: Suffixes: -ity, -ty, -y ...................................................... 5
Vocabulary Practice 6: Suffixes: -ence, -ancy, -ence, -ency .............................. 6
Vocabulary Practice 7: Suffixes: -ary, -ery, -ry ............................................... 7
Vocabulary Practice 8: Suffixes: -al, -etic, -ic, -ical ........................................ 8
Vocabulary Practice 10: Word Roots: -tac-, -tact-, -tect, -tic- ......................... 10
Vocabulary Practice 11: Word Roots: -ject ....................................................... 11
Vocabulary Practice 12: Word Roots: -cap-, -capt-, -cept-, -cip- ..................... 12
Vocabulary Practice 13: Word Roots: -trud-, -trus ........................................... 13
Vocabulary Practice 14: Prefixes, Suffixes, and Word Roots .......................... 14
Vocabulary Practice 15: Synonyms ................................................................. 15
Vocabulary Practice 16: Synonyms ................................................................. 16
Vocabulary Practice 17: Synonyms ................................................................. 17
Vocabulary Practice 18: Antonyms ................................................................. 18
Vocabulary Practice 19: Antonyms ................................................................. 19
Vocabulary Practice 20: Antonyms ................................................................. 20
Vocabulary Practice 21: Synonym and Antonym Review ................................. 21
Vocabulary Practice 22: Analogies ................................................................. 22
Vocabulary Practice 23: Analogies ................................................................. 23
Vocabulary Practice 24: Analogies ................................................................. 24
Vocabulary Practice 25: Connotations and Denotations .................................. 25
Vocabulary Practice 26: Connotations and Denotations .................................. 26
Vocabulary Practice 27: Connotations and Denotations .................................. 27
Vocabulary Practice 28: Commonly Misused Words ........................................ 28
Vocabulary Practice 29: Commonly Misused Words ........................................ 29
Vocabulary Practice 30: Commonly Misused Words ........................................ 30
Vocabulary Practice 31: Specialized Vocabulary ............................................ 31
Vocabulary Practice 32: Specialized Vocabulary ............................................ 32

Part 2: Spelling Applications
Using Spelling Rules
Spelling Practice 1: Adding Prefixes ............................................................. 33
Spelling Practice 2: Adding Suffixes ............................................................... 34
Spelling Practice 3: Words Ending in -ise, -ize, -ity, -ety ................................ 39
Spelling Practice 4: Vowels Before Final r ...................................................... 38
Distinguishing Sound-Alike Endings
Spelling Practice 5: Words Ending in -ise, -ize, -ity, -ety ................................ 39
Spelling Practice 6: Words Ending in -c, -k, -ch, -ck, -que ............................ 40
Practicing Commonly Misspelled Words
Spelling Practice 7 .................................................. 41
Spelling Practice 8 .................................................. 42
Spelling Practice 9 .................................................. 43
Spelling Practice 10 .................................................. 44
To the Student

This book is divided into two parts, **Vocabulary Development** and **Spelling Applications**. Each section provides practice pages to help you improve your vocabulary and spelling skills. The vocabulary practice focuses on eleventh grade vocabulary and the vocabulary you will be tested on when you take the SATs. The spelling practice highlights spelling rules and words that are exceptions to the rules, words often misused in writing, and words considered difficult to spell for many people. The activities allow you to use a dictionary or thesaurus when necessary.

The vocabulary practice pages will increase your knowledge of prefixes, suffixes, and word roots to help you understand new words in your reading. Studying synonyms, antonyms, connotations, and denotations will help you determine the meanings of unfamiliar words when you are reading. Learning the differences between words that sound like other words will help you to use them correctly in writing and speaking and help you to recognize the differences when you are reading.

In vocabulary practice, you will write definitions of words, write sentences using new vocabulary, form words by combining word parts, identify the correct choice of words in text, complete sentences and passages with new vocabulary, and identify the connotations of words in context. You will also learn to identify and complete several types of analogies.

The spelling practice pages will improve your ability to spell with accuracy, an important skill for writing. You will apply spelling rules to correct misspelled words, learn the differences between words with similar spellings and meanings, and learn to spell those words that are commonly misspelled by many people—words sometimes called “spelling demons.”

Good spellers use the following guidelines to improve their spelling skills.

1. Learn the pronunciation of a word.
2. Learn the word origin or root.
3. Learn the spelling rules and their exceptions.
4. Learn to spell words in small parts or syllables.
5. Picture a word by closing your eyes and spelling it.
6. Write the word often and use it in conversation.
7. Keep a list of difficult words. As you learn them, cross them off your list!

Remember that practice increases your vocabulary and your accuracy in spelling. Make your goal to improve your vocabulary and spelling skills to be a better reader, writer, and speaker. You will have a greater word knowledge and achieve higher test scores!
Vocabulary Practice 1: Prefixes

Prefixes: e-, ef-, ex-

A prefix is a word part added to the beginning of a word that changes the meaning of the word. Latin and Greek words with prefixes have changed spelling over time.

Example: The Latin prefix ef- (also ex-) means "something external or outwardly directed." The Latin root fundere, means "to pour." This word is now effusive, which means "pouring freely" or "very enthusiastic." Other prefixes have meanings similar to ef. The prefix e- means "out" or "away from" and ex- means "taking or removing out of something."

A. Use the prefix, word origin, and sentence to write a definition for the boldface word. Check your definitions in a dictionary.

1. expurgate is ex- and purgate (from purgare meaning "to purge, purify")
   The office staff expurgated all the files when they moved to new headquarters.

2. exonerate is ex- and onerate (from onerare meaning "to load" or "to burden")
   After many years, costly investigations, and trials, the accused was exonerated.

3. extricate is ex- and tricate (from tricae meaning "obstacles or trivialities")
   The story protagonist was unable to extricate herself from her enemies' plots.

4. effervescent is ef- and fervescent (from fervere meaning "to boil")
   Jill was attractive and effervescent—always surrounded by admiring friends.

5. emanate is e- and manate (from manare meaning "to flow")
   Richard's expansive vocabulary emanated in lively and interesting conversation.

B. On another piece of paper, identify the origins and meanings of these prefixed words. Then, write their definitions and use the words in sentences.

1. efface ____________________________________________
2. elapse
3. expatriate __________________________________________
4. elude
5. emit

© Prentice-Hall, Inc.
Vocabulary Practice 2: Prefixes

Prefixes: \textit{di-}, \textit{dia-}, \textit{dis-}

A \textit{prefix} is a word part added to the beginning of a word that changes the meaning of the word. Latin and Greek words with prefixes have changed spelling over time.

\textbf{Example:} The Greek prefixes \textit{dia-} and \textit{dis-} are forms of the prefix \textit{di-}. The prefix \textit{dia-} means “through, apart, between,” while \textit{dis-} means “away, apart.” The prefix \textit{dis-} becomes \textit{di-} before consonants \textit{b, d, g, l, m, n, r, or v.}

\textbf{A.} Write the prefix \textit{dis-} with the word to make the new word that matches the definition. Use a dictionary to check your answers.

<table>
<thead>
<tr>
<th>Prefix and Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>approbation</td>
<td>to deny knowledge or approval of</td>
</tr>
<tr>
<td>cord</td>
<td>to refuse to do a favor for; to offend</td>
</tr>
<tr>
<td>enchanted</td>
<td>unemotional, calm, composed</td>
</tr>
<tr>
<td>engage</td>
<td>disapproval</td>
</tr>
<tr>
<td>passive</td>
<td>lack of agreement; confused noise</td>
</tr>
<tr>
<td>integrate</td>
<td>to untangle or detach</td>
</tr>
<tr>
<td>avow</td>
<td>to refuse to allow; to reject</td>
</tr>
<tr>
<td>obligie</td>
<td>set free from illusion</td>
</tr>
<tr>
<td>closure</td>
<td>to separate into parts or fragments</td>
</tr>
<tr>
<td>something</td>
<td>something revealed or uncovered</td>
</tr>
</tbody>
</table>

\textbf{B.} Write five of the words you created in Exercise A to complete these sentences. Some words require suffixes.

1. Carl ____________________ the puppy’s tether from the fence post so that he could run.
2. The association decided to ______________________ one proposal after a debate.
3. Visitors were ______________________ when they ran out of currency and asked for help.
4. When the teacher asked the child who was responsible, he ______________________ the situation.
5. A leader is demonstrative about issues, not ________________ and unconcerned.

\textbf{C.} On another piece of paper, make a chart with the headings as shown below. Use the dictionary to get information about these words: \textit{dichotomy}, \textit{digress}, \textit{dialect}, \textit{diagnosis}, \textit{diathermy}, \textit{disparate}, \textit{disconsolate}, \textit{dispensation}, \textit{discursive}, \textit{disparagement}.

<table>
<thead>
<tr>
<th>Word Prefix and Word Origin</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary Practice 3: Prefixes

Prefixes: ab-, ob-

A prefix is a word part added to the beginning of a word that changes the meaning of the word. Latin and Greek words with prefixes have changed spelling over time.

Example: The Latin prefix ob-, means "in the way" or "against." The Latin root obstare, means "to stand." This word is now obstacle, which means "that which opposes or stands in the way." The prefix ab-, similar to ob-, means "away" or "from," as in abstain, which means "to hold oneself away from or back."

A. Use the prefix, word origin, and sentence to write a definition for the boldface word. Check your definitions in a dictionary.

1. aberration is ab- and erration (from errare meaning "to wander, go astray")
   The new lab results were an aberration of the standard results recorded for the test.

2. abstinence is ab- and tinence (from tenare meaning "to hold.")
   Jim's new health plan included complete abstinence from junk food and candy.

3. abstruse is ab- and truse (from trudere meaning "to thrust or push.")
   The freshmen found the professor's new and confusing ideas quite abstruse.

4. obviate is ob- and viate (from viam meaning "way.")
   Carl thought that backup files would obviate the need for printing hard copies.

5. obsequious is ob- and sequious (from sequi meaning "to follow.")
   Charlotte's obsequious co-worker never disagreed with her.

B. Identify the origins and meanings of these prefixed words. Then, use the words in sentences.

1. abeyance
2. abhorrence
3. obdurate
4. abstract
5. obsess
Vocabulary Practice 4: Prefixes

Prefixes: **co-**, **con-**, **com-**, **col-**, **cor-**

A **prefix** is a word part that is added to the beginning of a word that changes the meaning of the word.

**Example:** The Latin prefix co- means "with" or "together." Adding co- to the word operate, meaning "to work," makes cooperate, which means "to work with" or "to work together." The prefixes con-, com-, col-, and cor- also mean "with" or "together."

**A.** Add a word to each prefix to make the new word that matches the definition.

<table>
<thead>
<tr>
<th>trite</th>
<th>mensurable</th>
<th>respond</th>
<th>efficient</th>
<th>glomerate</th>
<th>lateral</th>
<th>league</th>
<th>relate</th>
<th>passionate</th>
<th>ordinate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. co and ______________________ means &quot;equal in importance, rank, or degree&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. col and ______________________ means &quot;running side by side; parallel&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. cor and ______________________ means &quot;to be in agreement or harmony&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. cor and ______________________ means &quot;to put into complementary or reciprocal relation&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. con and ______________________ means &quot;to form into an adhering or rounding mass&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. com and ______________________ means &quot;feeling or showing sympathy&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. col and ______________________ means &quot;a fellow member of a profession&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. con and ______________________ means &quot;feeling regret for one's offenses&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. co and ______________________ means &quot;a number or symbol multiplying a variable&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. com and ______________________ means &quot;measurable by a common standard&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B.** Add **co-**, **con-**, **com-**, **col-**, or **cor-** to these words and write the new words. Then, write the words in the sentences.

mission ___________ fluent _____________ strict ___________ 
incidence __________ lapse _____________

1. Two ____________ rivers created a huge delta at the mouth.
2. The gymnast was near ______________ from exhaustion.
3. Jen didn't think it was a _____________ that Julie wore an identical dress to the prom.
4. Last year's shoes were so small that Marco feared they would ________________ his feet.
5. Tatiana hoped that the ad agency would ____________ her to develop new art ideas.

**C.** Using a dictionary, make a list of other words with the prefixes **co-**, **con-**, **com-**, **col-**, or **cor-**.
Vocabulary Practice 5: Suffixes

Suffixes: -ity, -ty, -y

A suffix is a word part added to the end of a word that changes the word’s meaning.

Example: The Latin suffixes -ity, -ty, and -y, mean “state or quality of.” Adding -ity to pure makes purity; adding -ty to loyal makes loyalty; adding y to fruit makes fruity.

A. Underline the words in the sentences with the suffixes -ity, -ty, or -y. Then, write the letter of the definition before the sentence.

a. recklessness f. something beyond doubt; a certainty
b. government pardon g. proud in a condescending way
c. moral corruption h. daring; boldness
d. inadequate i. meaningful and brief
e. lightness of manner or speech j. lacking in strictness or firmness

1. The library offered amnesty to borrowers who returned overdue books.
2. Brian’s jokes added a touch of levity to the birthday celebration.
3. Illegal campaign contributions added depravity to the governor’s race.
4. The principal criticized Mr. Banks for his laxity in classroom management.
5. Jose thought the batter had audacity to argue over a called strike.
6. The column on affordable day care was precise and pithy according to readers.
7. Patty felt confident that her selection for the lead in Our Town was a surety.
8. The guide scolded Jim for his temerity in hiking without proper equipment.
9. Dena thought the cafeteria lunch portions were measured and scanty.
10. The new senior class president walked with a vain and haughty air.

B. Write five more words with the suffixes -ity, -ty, and -y and define them on the lines below. Check your answers in a dictionary.

-ity ___________________________ -ty ___________________________ -y ___________________________

-ity ___________________________ -ty ___________________________ -y ___________________________

-ity ___________________________ -ty ___________________________ -y ___________________________

-ity ___________________________ -ty ___________________________ -y ___________________________

-ity ___________________________ -ty ___________________________ -y ___________________________

-ity ___________________________ -ty ___________________________ -y ___________________________

-ity ___________________________ -ty ___________________________ -y ___________________________

-ity ___________________________ -ty ___________________________ -y ___________________________
Suffixes: -ance, -ancy, -ence, -ency

A suffix is a word part added to the end of a word that changes the word’s meaning. Words have evolved from their origins in spelling and meaning over time.

Example: The Latin suffix -ance means “the act or process of” as in acceptance, or “the state or quality of” as in appearance. Other suffixes have spellings and meanings similar to -ance. The suffix -ancy is a form of -ance and has the same meaning. The suffix -ence means “act, fact, quality, state, result, or degree” and -ency is a form of -ence and has the same meaning.

A. Write the words with the suffixes listed to form new words. Some words change spellings when adding the suffix. Use a dictionary, if necessary.

<table>
<thead>
<tr>
<th>-ance</th>
<th>-ancy</th>
<th>-ence</th>
<th>-ency</th>
</tr>
</thead>
<tbody>
<tr>
<td>comply</td>
<td>tenant</td>
<td>indolent</td>
<td>expedient</td>
</tr>
<tr>
<td>vigil</td>
<td>occupy</td>
<td>eloquent</td>
<td>consistent</td>
</tr>
<tr>
<td>sustain</td>
<td>buoyant</td>
<td>defer</td>
<td>resilient</td>
</tr>
<tr>
<td>acquaint</td>
<td>vacant</td>
<td>creed</td>
<td>complacent</td>
</tr>
<tr>
<td>concord</td>
<td>hesitate</td>
<td>prude</td>
<td>insolvent</td>
</tr>
<tr>
<td>tolerate</td>
<td>discrepant</td>
<td>permanent</td>
<td>reside</td>
</tr>
</tbody>
</table>

New Words

B. Write ten words you wrote in Exercise A with their definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. ability to spring back into shape</td>
<td></td>
</tr>
<tr>
<td>2. b. belief in another’s report</td>
<td></td>
</tr>
<tr>
<td>3. c. lack of agreement</td>
<td></td>
</tr>
<tr>
<td>4. d. suitability for a given purpose</td>
<td></td>
</tr>
<tr>
<td>5. e. that which maintains life</td>
<td></td>
</tr>
<tr>
<td>6. f. a taking or keeping in possession</td>
<td></td>
</tr>
<tr>
<td>7. g. careful management</td>
<td></td>
</tr>
<tr>
<td>8. h. harmony</td>
<td></td>
</tr>
<tr>
<td>9. i. bankruptcy</td>
<td></td>
</tr>
<tr>
<td>10. j. dislike of work; idleness</td>
<td></td>
</tr>
</tbody>
</table>

C. On another piece of paper, write the definitions of the words you did not use in Exercise B.
Vocabulary Practice 7: Suffixes

Suffixes: -ary, -ery, -ry

A suffix is a word part added to the end of a word that changes the word’s meaning. Words have evolved from their origins in spelling and meaning over time.

Example: The English word literary, which means “having the nature of literature,” comes from the Latin word littera, meaning “letter.” The suffix ending -ary means “having the nature of” or “concerning.” Other suffixes with meanings similar to -ary are -ery and -ry, which mean “state or quality of.”

A. Underline the words with the suffixes -ary, -ery, or -ry. Then select the definition for each underlined word and write the letter of the definition before the sentence.

a. boldness, shamelessness  
   f. living in the same period
b. inn, hotel  
   g. a famous intellectual
c. merrymaking  
   h. figures of speech, descriptions
d. fixed, not movable  
   i. third in rank or order
e. as an honor, without service or pay  
   j. unusual, exceptional

   1. Graduating students participated in celebrations and revelry until dawn.
   2. Whittier was a contemporary of Lowell and the other Fireside Poets.
   3. The teacher discussed the poem’s imagery to create vivid pictures.
   4. People were surprised by the writer’s effrontery at the interview.
   5. Jonas Salk was a luminary in the field of medicine.
   6. On our European vacation, we stayed at a very nice hostelry.
   7. Well-known philanthropists were given honorary degrees by the college.
   8. A woman held the tertiary position as second vice president.
   9. Long ago, school desks were stationary—a sign of the rigidity of classrooms.
   10. Through extraordinary efforts, police and dogs rescued a child in a fire.

B. Write two other words with the suffixes -ary, -ery, or -ry and use the words in sentences. Check your answers in a dictionary.

<table>
<thead>
<tr>
<th>-ary</th>
<th>-ery</th>
<th>-ry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Prentice-Hall, Inc.
Vocabulary Practice 8: Suffixes

Suffixes: -al, -etic, -ic, -ical

A suffix is a word part added to the end of a word that changes the word’s meaning. Words have evolved from their origins in meaning and spelling over time.

Example: The Greek suffix -ic means “relating to.” Adding -ic to poet makes poetic, which means “characteristic of poetry.” The suffixes -etic, -ical, and -al also mean “of” or “relating to.”

A. Underline the suffixes -ic, -etic, -ical, or -al in the boldface words. Then, write a word from the list in each sentence.

ascetic “of self-discipline”; “denial”
vitriolic “bitter and scathing”
prosaic “straightforward”; “dull”
polemical “of controversy or argument”
soporific “causing sleep”; “lethargic”
prolific “producing abundance”
esoteric “understood by a chosen few”
banal “drearily commonplace”; “trite”
euphonic “agreeable to the ear”
pedantic “concern for rules”; “details”

1. The author, who produced two books a year, was a ________________ writer.

2. Dr. Toth’s new theory proved to be quite ________________ at the recent science symposium.

3. When the teacher turned the lights off, the class found the film very ________________

4. The internal rhyme of the poem made it ________________ when read aloud.

5. Bare walls and plain furniture made Trina’s dorm room look ________________

6. The ________________ article was readable only to those who understood baseball statistics.

7. A well-known columnist wrote a ________________ critique of the pop star’s new album.

8. With its theme of boy meets girl, the book was ________________ and had no depth.

9. Hal wrote a very ________________ essay, using no literary techniques or poetic styles.

10. Joy’s ________________ English professor spent more time on rules than on literature.

B. Write the word that is combined with the suffix to make the new word. Then, write the definition of the new word. Check your definitions in a dictionary.

<table>
<thead>
<tr>
<th>academia</th>
<th>frenzy</th>
<th>botany</th>
<th>crypt</th>
<th>remedy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________________ and -al make remedial __________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ________________ and -ic make cryptic __________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ________________ and -etic make frenetic __________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ________________ and -ical make botanical __________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ________________ and -ic make academic __________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Write a sentence using each italicized word in Exercise B.
Vocabulary Practice 9: Word Roots

Word roots: \-fac-, \-fact-, \-fect-, \-fic-

A word root is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. Prefixes and suffixes add specific meanings to word roots. If you know the meaning of a word root, you can determine the meanings of the whole word.

Example: The Latin word *afficere* means "a state of feeling." The Latin root \-fect-\ means "to do" or "to make." Adding the prefix \af-\, meaning "to" or "toward," and the suffix \-ion\, meaning "state or quality of," makes *affection*, which means "fondness" or "regard toward someone or something." The roots \-fac-, \-fact-, and \-fic-\ also mean "to do or make."

A. Underline the root in each boldface word. Explain the meaning of the word as it is used in the phrase. Then, write a sentence using the phrase given or one of your own.

Example: efficiency expert \-fic-. A person who is knowledgeable about ways to produce something without waste of time, effort, money, and so forth.

The company hired an efficiency expert to help people save time.

1. course **proficiency**

2. defective computer

3. delicious **confection**

4. officious maitre d’

5. facsimile quality

6. infectious laugh

7. vocal **faction**

8. **factual** article

9. fictitious account

10. diverse **faculty**

B. On another piece of paper, write sentences for these words: *artifice, facile, efficient, fictional, refectory.*
Vocabulary Practice 10: Word Roots

Word roots: -ang-, -fect-, -flex-, -frag-, -fract-

A word root is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. If you know the meaning of a word root, you can determine the meaning of the whole word.

Example: The Latin root -fect- means “bend.” Adding the prefix re-, meaning “back,” and the suffix -ion, meaning “the state or quality of,” to the root -fect- makes reflection, which means “a turning or bending back on oneself.” Other roots have meanings similar to -fect-.

The word roots -fract- and -frag- mean “break” and -flex- and -ang- mean “bend.”

A. Choose and write the word that completes each sentence. Underline the roots in the answer choices.

1. A good driver is aware of other drivers’ responses and has good ____________ __ fragility reflexes angles
2. Dr. Newman has a(n) ____________ schedule which allows him to see patients in an emergency. flexible angular fragile
3. The player _______________ the ball with his hand, which saved him from injury. inflection refracted deflected
4. It was a(n) ____________ of the law to make a U-turn, which the driver soon learned. fragment infraction reflection
5. The architect drew a(n) ____________ window for the small corner space in the room. reflex flexible angular
6. Being ________________ makes it difficult to change plans or be spontaneous. inflexible flexion reflexive
7. A kitten, found in the basement, was frightened, hungry, and in a ____________ condition. fragmented refracted fragile
8. The ________________ in Annabel’s tone of voice revealed a question in her mind. fragility inflection infraction
9. Dr. Geuss examined and measured the ________________ in his patient’s leg. flexion refraction reflection
10. Many employees have ________________ to accommodate their needs for family time. flexors angularity flextime

B. On another piece of paper, explain each answer in Exercise A in a statement like this:

The word _____ is the answer because the root _____ means “_____” and the word _____ means “_____.”

Then, choose five other words with the roots -ang-, -fect-, -flex-, -frag-, and -fract-, and write sentences using the words.
Vocabulary Practice 11: Word Roots

Word root: -ject-

A word root is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. Knowing the meaning of a word root can help you determine the meaning of the whole word.

Example: The Latin root -ject- means "throw." Adding the prefix tra-, a form of trans-, meaning "across," and the suffix -ory, meaning "having the quality of," to the root -ject- makes trajectory, which means "the path of a moving body through space."

A. Add the prefixes to the root -ject- and write the new words in the first box. Then, add suffixes to the prefixed words you wrote and write those words in the second box. Write as many words as you think there are with the root -ject-. Write on another piece of paper, if necessary. Then, check all your words in a dictionary.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Prefix Added to -ject-</th>
<th>Suffixes</th>
<th>Words with Prefixes and Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>pro- &quot;forward&quot;</td>
<td>1. ______</td>
<td>-ile &quot;suitable for&quot;</td>
<td>1. ______</td>
</tr>
<tr>
<td>sub- &quot;under&quot;</td>
<td>2. ______</td>
<td>-ion &quot;act or condition of&quot;</td>
<td>2. ______</td>
</tr>
<tr>
<td>ob- &quot;over, against, toward&quot;</td>
<td>3. ______</td>
<td>-ure &quot;action or process&quot;</td>
<td>3. ______</td>
</tr>
<tr>
<td>re- &quot;back, again&quot;</td>
<td>4. ______</td>
<td>-ive &quot;of, relating to&quot;</td>
<td>4. ______</td>
</tr>
<tr>
<td>in- &quot;into&quot;</td>
<td>5. ______</td>
<td>-or &quot;one who is or does&quot;</td>
<td>5. ______</td>
</tr>
<tr>
<td>inter- &quot;between, among&quot;</td>
<td>6. ______</td>
<td>6. ______</td>
<td></td>
</tr>
<tr>
<td>de- &quot;off, away from, down&quot;</td>
<td>7. ______</td>
<td>7. ______</td>
<td></td>
</tr>
<tr>
<td>con- &quot;with, together&quot;</td>
<td>8. ______</td>
<td>8. ______</td>
<td></td>
</tr>
<tr>
<td>ab- &quot;from, away&quot;</td>
<td>9. ______</td>
<td>9. ______</td>
<td></td>
</tr>
<tr>
<td>e- &quot;from, out&quot;</td>
<td>10. ______</td>
<td>10. ______</td>
<td></td>
</tr>
</tbody>
</table>

B. Write the words from Exercise A in the sentences. You will use words from both columns.

1. The actor needed to learn how to __________ his voice to the back of the theater.
2. Diana decided to __________ her employer's contract proposal.
3. The predictions for the winner of the World Cup were all __________, or based on speculation.
4. The prosecutor knew that the defense would __________ to his questioning.
5. Some people believe that taste in art is purely __________ because it is so personal.
6. The vaccine was prescribed in the form of an __________ rather than orally.
7. Everyone felt complete __________ after losing to the worst team.
8. If the referee caught Larry in one more foul, he would __________ him from the game.
9. Mayors touring the country were disturbed by such __________ poverty.
10. A __________ hit the car from an explosion five hundred yards away.

© Prentice-Hall, Inc.
Vocabulary Practice 12: Word Roots

Word roots: -cap-, -capt-, -cept-, -cip-

A word root is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. Knowing the meaning of a root can help you determine the meaning of the whole word.

Example: The Latin root -cip- means “to take or receive.” The Latin word recipere is now the English word recipient, which means “one who receives.” Other roots have meanings similar to -cip-.

The word root -cept- means “to take or receive” and -cap- and -capt- mean “to seize or hold.”

A. Write the word that completes each sentence. Underline the root in each answer choice.

1. Colby’s teacher handed back his incomplete paper, noting that it was __________.
   - recaptured - receptive - unacceptable

2. Dana threw her candy wrapper into the nearest trash ________________ _
   - receptacle - reception - conception

3. Lee assured her boss that she could __________ the project and begin work on it soon.
   - recapitulate - conceptualize - except

4. The sophomores knew that to get “A’s,” their papers had to be ________________ _
   - intercepted - exceptional - participants

5. Only a singer with Beth’s star quality could _____________ _ an audience so completely.
   - capitalize - capsize - captivate

6. What ________________ _ Susan’s asthma attack was a mystery to Dr. Ross.
   - precipitated - reciprocated - recaptured

7. Ben was known to be ________________ : he often saw through appearances to the truth.
   - recipient - percipient - reciprocal

8. Deb was glad she had brought her camera to ________________ _ the historic event.
   - capitalize - caption - capture

9. The __________ newspaper ad described the basement apartment as “ground level.”
   - receptive - deceptive - recaptured

10. Rona thought she could ________________ _ her half-hour speech into ten minutes.
    - recapitulate - reciprocate - capacity

B. Use these words in sentences.

1. perceptive

2. reciprocity

3. capitulate

4. captivate

5. percipient
Vocabulary Practice 13: Word Roots

Word roots: -trud-, -trus-

A word root is a word part, or group of letters, that forms the basic part of a word and gives the word its primary meaning. Knowing the meaning of the root can help you determine the meaning of the whole word.

Example: The roots -trud- and -trus- mean “thrust or push.” Adding the prefix pro-, meaning “forward,” and the suffix -ion, meaning “act or condition of,” to -trus- makes protrusion, which means “something that juts or bulges out.”

A. Use the prefix and suffix meanings and the root meaning to write the definitions of these words. Then, check your definitions in a dictionary.

Prefixes and Their Meanings

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pro-</td>
<td>&quot;forward&quot;</td>
</tr>
<tr>
<td>ob-</td>
<td>&quot;over, against, toward&quot;</td>
</tr>
<tr>
<td>in-</td>
<td>&quot;into&quot;</td>
</tr>
<tr>
<td>abs</td>
<td>&quot;from, away&quot;</td>
</tr>
</tbody>
</table>

Suffixes and Their Meanings

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>&quot;one who is or does&quot;</td>
</tr>
<tr>
<td>-ion</td>
<td>&quot;act or condition of&quot;</td>
</tr>
<tr>
<td>-ness</td>
<td>&quot;act or quality&quot;</td>
</tr>
<tr>
<td>-ive</td>
<td>&quot;of, relating to&quot;</td>
</tr>
<tr>
<td>-ile</td>
<td>&quot;suitable for&quot;</td>
</tr>
</tbody>
</table>

1. obtrusive ________________________________________________________
2. intrusion ________________________________________________________
3. protrusion ________________________________________________________
4. intrusive ________________________________________________________
5. obtruded ________________________________________________________
6. intrude ________________________________________________________
7. abstruse ________________________________________________________
8. protruded ________________________________________________________
9. abstruseness ____________________________________________________
10. protrusile ________________________________________________________

B. Use the words in Exercise A to complete the sentences.

1. The air conditioner ________________ precariously from the window ledge.
2. Betsy resisted the urge to read her sister’s diary; it would be too ________________ .
3. The historian’s ________________ speech was replete with specialized vocabulary.
4. Tony interrupted his parents’ conversation, saying, “I’m sorry for the ________________ .”
5. Dee’s ________________ aunt arrived uninvited and stayed for days before the wedding.
6. An elephant’s trunk is a ________________ because it can be used to grab objects.
7. The spectators were annoyed by the ________________ of the players’ argument.
8. Jon’s brother always tried to ________________ in conversations with his friends.
9. A ________________ in the back of an open truck must be flagged to alert other drivers.
10. Driving with the top down, the radio sound ________________ upon the quiet country air.

C. On another piece of paper, write the meanings of these words and use them in sentences: intruder, intrusiveness, protrusive, obtruding, abstrusely.

© Prentice-Hall, Inc.
Vocabulary Practice 14: Prefixes, Suffixes, and Word Roots

A prefix is a word part added to the beginning of a word. A suffix is a word part added to the end of a word. A word root is a word part, or group of letters, that forms the basic part of a word. If you know the meanings of prefixes, suffixes, and word roots, you can figure out the meanings of whole words.

A. Using this chart of prefixes, roots, and suffixes, write the definitions for the words below the chart. Check your definitions in a dictionary.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Roots</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex-, e-, ef “from, out”</td>
<td>-fac-, -fact-, -fect-, -fic-</td>
<td>-ity, -ty, -y “state or quality of”</td>
</tr>
<tr>
<td>di-, dis- “opposite, apart, away”</td>
<td>“do or make”</td>
<td>-ance, -ence, -ency, -ant, -ent</td>
</tr>
<tr>
<td>ob- “in the way, against”</td>
<td>-flect-, -flex-, -ang- “bend”</td>
<td>“act or state of”</td>
</tr>
<tr>
<td>ab- “away from”</td>
<td>-frag-, -fract- “break”</td>
<td>-ry, -ery “state or quality of”</td>
</tr>
<tr>
<td>co-, con-, com-, col-, cor- “with, together”</td>
<td>-ject- “throw”</td>
<td>-ary “related to”</td>
</tr>
<tr>
<td></td>
<td>-trud-, -trus- “thrust, push”</td>
<td>-ion “act or condition of”</td>
</tr>
<tr>
<td></td>
<td>-trud-, -trus- “thrust, push”</td>
<td>-ure “action or process”</td>
</tr>
</tbody>
</table>

1. extrusion
2. complacency
3. abstinence
4. objectivity
5. dejection
6. exceptional
7. effluence
8. fragility
9. deception
10. conjecture

B. Add other prefixes, word roots, and suffixes to the chart. On a separate page, create words by combining the word parts in your chart. Then, write the definitions of the words.
Vocabulary Practice 15: Synonyms

A **synonym** is a word with the same or nearly the same meaning as another word.

**Example:** The word *strife* is a synonym for the word *conflict*.

A. Match each word in **boldface** with a synonym by writing the letter of the synonym after the word. Then, write another synonym for each word. Check your words in a dictionary or thesaurus.

<table>
<thead>
<tr>
<th>Words</th>
<th>Synonyms</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>gambol</td>
<td>a. confuse</td>
<td></td>
</tr>
<tr>
<td>abeyance</td>
<td>b. eagerness</td>
<td></td>
</tr>
<tr>
<td>fetid</td>
<td>c. involve</td>
<td></td>
</tr>
<tr>
<td>largess</td>
<td>d. stubborn</td>
<td></td>
</tr>
<tr>
<td>wan</td>
<td>e. reserve</td>
<td></td>
</tr>
<tr>
<td>corpulence</td>
<td>f. discontinuance</td>
<td></td>
</tr>
<tr>
<td>verdant</td>
<td>g. putrid</td>
<td></td>
</tr>
<tr>
<td>mettle</td>
<td>h. clarity</td>
<td></td>
</tr>
<tr>
<td>malapropism</td>
<td>i. colorless</td>
<td></td>
</tr>
<tr>
<td>alacrity</td>
<td>j. obesity</td>
<td></td>
</tr>
<tr>
<td>implicate</td>
<td>k. frolic</td>
<td></td>
</tr>
<tr>
<td>diffidence</td>
<td>l. misusage</td>
<td></td>
</tr>
<tr>
<td>obfuscate</td>
<td>m. ardor</td>
<td></td>
</tr>
<tr>
<td>obstinate</td>
<td>n. green</td>
<td></td>
</tr>
<tr>
<td>lucidity</td>
<td>o. generosity</td>
<td></td>
</tr>
</tbody>
</table>

B. Write ten of the boldface words from Exercise A in the sentences.

1. When night fell, the forest elves and fairies would _______________ in the moonlight.
2. The parade’s _______________ was ordered by the Town Council.
3. The _______________ swampland was caused by chemical dumping.
4. The Farleys were known among charity circles for their _______________.
5. Toby’s face was _______________ and expressionless when he heard about the accident.
6. The audience was amazed at the _______________ of the Sumo wrestlers.
7. After the rain, the forest looked lush and _______________.
8. The trainer needed patience, control, and _______________ to handle the unruly dog.
9. Lana couldn’t hold a conversation without a _______________ or two.
10. Sal began his first varsity game at shortstop with _______________ and optimism.

C. On separate paper, write a sentence for each of the five words not used in Exercise B.
Vocabulary Practice 16: Synonyms

A synonym is a word with the same or nearly the same meaning as another word.

Example: The word aberration is a synonym for deviation.

A. Underline the word in each sentence that is a synonym for the boldface word. Then write a sentence using the boldface word.

1. The principal admonished several students for their offensive behavior.
   reprimanded

2. Charlie was disaffected by his family’s announcement regarding their relocation.
   malcontent

3. Despite her doctor’s warnings, Trish was overindulgent on her vacation.
   unconstrained

4. Alan’s diffidence resulted from being an only child, raised by protective parents.
   insecurity

5. The typewriter was a precursor to the teletypewriter, which sent messages by telephone and telegraph.
   forerunner

6. Mrs. Hanley was effusive about her precocious child, who was also disrespectful.
   exceptional

7. The coach tried to ameliorate the relationship between students and faculty.
   rectify

8. Dylan liked to pepper his conversation with platitudes to irritate his friends.
   clichés

9. Joanne has a proclivity to being a spendthrift, which she may regret.
   tendency

10. The clerk’s arrogance compared favorably to the customer’s audacity.
    brazenness

B. Write a brief definition for each word.

1. reprimanded
2. rectify
3. brazenness
4. malcontent
5. unconstrained
6. insecurity
7. forerunner
8. exceptional
9. clichés
10. tendency
Vocabulary Practice 17: Synonyms

A synonym is a word with the same or nearly the same meaning as another word.

Example: The word continuous is a synonym for uninterrupted.

A. Underline the word in each sentence that is a synonym for the boldface word. Then, write another synonym for the boldface word.

1. Kelly was vigilant about the safety of her younger sister especially when visiting the city.
   
   **guarded**

2. Normally decisive and positive, Don was ambivalent about the job offer.
   
   **determined**

3. The coach was vehement about the rules for practice and diet during the football season.
   
   **earnest**

4. Mabel’s absence from the meeting was an aberration that everyone noticed since she was always present. **exception**

5. No one could figure out the professor’s academic lecture; it certainly was obtuse.
   
   **dull**

6. Jaws of life were used to extricate the entangled accident victims.
   
   **withdraw**

7. Nelson was an expatriate and wanted to return to his native country.
   
   **exile**

8. It was three decades since the classmates had seen each other, so memories of their friendship eluded them. **escaped**

9. Students became complacent after the departure of their enthusiastic teacher.
   
   **indifferent**

10. Dr. Zane liked to dazzle his students with rhetorical questions and their expressions amused him. **elaborate**

11. Classmates did not anticipate Todd’s droll reading of his prosaic writings.
   
   **mundane**

12. The puppy collected a conglomeration of insignificant items under the sofa.
   
   **assortment**

13. There was no justification for the tardiness of the guests to the reception.
   
   **explanation**

14. Joshua was an erudite, ambitious young man, destined to reach his highest goals.
   
   **educated**

15. The contract delineated specific requirements for deadlines and payments.
   
   **outlined**

B. On another piece of paper, write a sentence using each boldface word in Exercise A.
Vocabulary Practice 18: Antonyms

An antonym is a word that is opposite in meaning to another word.

Example: The word boisterous is an antonym for the word quiet.

A. Underline the word in each sentence that is an antonym for the boldface word. Then, write a sentence using the underlined word.

1. The extemporaneous speech by the young orator was more impressive than the carefully prepared remarks by his mentor.

2. Jen’s blithe spirit is a sharp contrast to her twin brother’s gloomy demeanor.

3. To make soil richer, more productive, farmers allow land to lie fallow for years.

4. My parents are dubious, but Jill’s are positive about our driving across country.

5. The accused was absolved of wrongdoing and someone else was implicated.

6. Northern gardeners prefer hardy plants to fragile ones that cannot survive frosts.

7. Karen’s broken leg was an inauspicious beginning to an otherwise favorable year.

8. One candidate’s injurious tactics and the other’s inoffensive ones were publicized.

9. Our vacation plans are still nebulous because unexpected guests prevent our making them specific.

10. People wearing seatbelts are unscathed; those who are unprotected are injured.

B. Write an antonym for each boldface word. Then, write a sentence using each phrase.

1. tenuous evidence

2. dispassionate spectators

3. enigmatic smile

4. impetuous child

5. coach’s laxity
Vocabulary Practice 19: Antonyms

An antonym is a word that is opposite in meaning to another word.

Example: The word paragon is an antonym for the word pariah.

A. Match each boldface word with an antonym. Write the letter of the antonym before the word. Then, write another antonym for each boldface word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>plaintive</td>
<td>a. compliant</td>
<td></td>
</tr>
<tr>
<td>effrontery</td>
<td>b. structured</td>
<td></td>
</tr>
<tr>
<td>discursive</td>
<td>c. terse</td>
<td></td>
</tr>
<tr>
<td>resilient</td>
<td>d. lengthiness</td>
<td></td>
</tr>
<tr>
<td>lassitude</td>
<td>e. focused</td>
<td></td>
</tr>
<tr>
<td>zenith</td>
<td>f. ineffective</td>
<td></td>
</tr>
<tr>
<td>veracity</td>
<td>g. one-sided</td>
<td></td>
</tr>
<tr>
<td>multifarious</td>
<td>h. bottom</td>
<td></td>
</tr>
<tr>
<td>amorphous</td>
<td>i. courtesy</td>
<td></td>
</tr>
<tr>
<td>loquacious</td>
<td>j. energy</td>
<td></td>
</tr>
<tr>
<td>malign</td>
<td>k. brittle</td>
<td></td>
</tr>
<tr>
<td>recalcitrant</td>
<td>l. insincerity</td>
<td></td>
</tr>
<tr>
<td>aggrandize</td>
<td>m. jubilant</td>
<td></td>
</tr>
<tr>
<td>efficacious</td>
<td>n. condense</td>
<td></td>
</tr>
<tr>
<td>brevity</td>
<td>o. praise</td>
<td></td>
</tr>
</tbody>
</table>

B. Write ten of the boldface words from Exercise A in the sentences.

1. The _______________ lecture was rambling and hard to follow.
2. Nolan had never encountered such _____________ from a new and inexperienced employee.
3. With three straight championships, the Blazers were at their _________________.
4. Julio's writing was characterized by ________________, forthrightness, and zeal.
5. Jill liked dancewear made from fabric that was lightweight and _________________.
6. The design for the new town park seemed ________________ and ill-planned.
7. Carla developed an ________________ ad campaign to reach a variety of customers.
8. The wolves’ ________________ howls sounded like mourners at a funeral.
9. Basketball practice left Mary in a state of weakness and _________________.
10. The scientist was known for the clarity and ________________ of his reports.

C. On other paper, write a sentence using each boldface word not used in Exercise B.
Vocabulary Practice 20: Antonyms

An antonym is a word that is opposite in meaning to another word.

Example: The word taciturn is an antonym for the word communicative.

A. Write two antonyms for each boldface word. Then, write a sentence using the boldface word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym 1</th>
<th>Antonym 2</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>egoistic</td>
<td>commend</td>
<td>befriend</td>
<td></td>
</tr>
<tr>
<td>term</td>
<td>pliable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>praise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stingy</td>
<td>plain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unspoiled</td>
<td>mischievous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>terse</td>
<td>deflected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>succinct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pale</td>
<td>separate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nasty</td>
<td>obedient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hospitable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pliable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>separate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disjoint</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. desolate

2. garner

3. voluble

4. marred

5. altruistic

6. enmesh

7. florid

8. lampoon

9. recalcitrant

10. cherubic

B. Substitute an antonym for the boldface word in each phrase. Then, use the new phrase in a sentence. Use a dictionary or thesaurus, if necessary.

1. adroit craftsman

2. deprecatory stares

3. elegiac speech

4. lithe dancer

5. poignant moment

20 Vocabulary Practice 20: Antonyms

© Prentice-Hall, Inc.
Vocabulary Practice 21: Synonym and Antonym Review

A synonym is a word with the same or nearly the same meaning as another word. An antonym is a word that is opposite in meaning to another word.

Example: A synonym for appease is placate. An antonym for appease is provoke.

A. Write a synonym and an antonym for the boldfaced word in each sentence.

1. Katya was thoughtless when she said her little sister’s dress was babyish.
   synonym: ___________________ antonym: __________________

2. Saul could hear the sound of jocularity coming from the party in the gym.
   synonym: ___________________ antonym: __________________

3. The mid-July Sunday dawned hazy, hot, and humid.
   synonym: ___________________ antonym: __________________

4. Neighbors condemned the school committee for failing to repair North High.
   synonym: ___________________ antonym: __________________

5. The movie was more than three hours long, but yet, it was very engrossing.
   synonym: ___________________ antonym: __________________

6. Cindy thought that PhotoCorp and Pix Co. should merge into one company.
   synonym: ___________________ antonym: __________________

7. Sandy was in the forefront of his school’s volunteer team for the food drive.
   synonym: ___________________ antonym: __________________

8. Summit Avenue runs perpendicular to Beacon Street.
   synonym: ___________________ antonym: __________________

9. With extreme caution, Jim moved slowly as he learned to rollerblade.
   synonym: ___________________ antonym: __________________

10. Donna was extremely frugal when it came to spending money on clothes.
    synonym: ___________________ antonym: __________________

B. Write two synonyms and two antonyms for the boldface words. Use a thesaurus to check your answers.

1. compliant synonyms: ___________________ antonyms: __________________

2. alacrity synonyms: ___________________ antonyms: __________________

3. veracity synonyms: ___________________ antonyms: __________________

4. assurance synonyms: ___________________ antonyms: __________________

5. aggrandize synonyms: ___________________ antonyms: __________________

6. nebulous synonyms: ___________________ antonyms: __________________

7. callow synonyms: ___________________ antonyms: __________________

8. denounce synonyms: ___________________ antonyms: __________________

9. officious synonyms: ___________________ antonyms: __________________

10. redundant synonyms: ___________________ antonyms: __________________
Vocabulary Practice 22: Analogies

An analogy shows a relationship, or makes a comparison, between pairs of words. In an analogy, the relationship between the first pair of words is compared to the relationship in the second pair of words.

Example: One type of relationship is a function relationship. In EAR:HEAR:EYE:SEE, “hear” and “see” are functions of “ear” and “eye.”

Example: Another type of analogy shows a cause-effect relationship. In BURN:PAIN::SLEEP:REST, “burn” causes “pain,” and “sleep” causes “rest.”

A. Determine the relationship between the first pair of words. Then write the word that completes the second pair of words in the analogy.

1. NEWS:DESCRIPTION::COMMERCIAL: _______________ 
   a. influence b. information c. capitalism
2. PAUCITY:HUNGER::DISCIPLINE: _______________ 
   a. sharpen b. order c. command
3. ANESTHETIC:NUMB::LEAVEN: _______________ 
   a. complete b. equalize c. raise
4. LIGAMENT:CONNECT::ADDENDUM: _______________ 
   a. supplement b. discharge c. change
5. COMPROMISE:SOLUTION::ANCHOR: _______________ 
   a. stability b. dissipation c. retention
6. FLOOD:DESTRUCTION::CURMUDGEON: _______________ 
   a. confusion b. lenience c. discord
7. EATING:SATIATION::FORGERY: _______________ 
   a. sympathy b. beguilement c. spontaneity
8. LANGUAGE:COMMUNICATION::PRACTICE: _______________ 
   a. mistakes b. performance c. perfection
9. DISUSE:ATROPHY::DROUGHT: _______________ 
   a. polyphony b. thirst c. growth
10. DINGHY:TRANSPORT::TIRADE: _______________ 
    a. denounce b. venerate c. exclaim

B. Write a word to complete these analogies.

1. TRAVESTY:RIDICULE::RADIATOR: _______________ 
2. PERFIDY:MISTRUST::VIRUS: _______________ 
3. UNCERTAINTY:hesitation::DISINTEREST: _______________ 
4. EXPLANATION:AMELIORATE::INSULATION: _______________ 
5. FOOD:NOURISHMENT::HELMET: _______________ 

C. On another piece of paper, rewrite the first pair of words in each analogy in Exercise B.
Vocabulary Practice 23: Analogies

An analogy shows a relationship, or makes a comparison, between pairs of words. In an analogy, the relationship between the first pair of words is compared to the relationship in the second pair of words. Writing a summary sentence that explains the relationship between the first pair of words can help to clarify the word relationship.

Example: QUILT:BED::ASPHALT:______. Summary sentence: “You use a quilt to cover a bed.”
What do you use asphalt for? The word driveway would complete this analogy.

A. Think about the relationship between each pair of words. On the line below each analogy, write a sentence that explains the relationship between the words in the first pair. Then, write a word to complete the second pair of words in the analogy.

1. COMPETITION:WINNER::BUSINESS:

2. TRUDGE:WALK::BACKSTROKE:

3. ZIPPER:FASTENER::HELİUM:

4. RING:MARRIAGE::CROWN:

5. PROFESSOR:UNIVERSITY::ARTIST:

6. ELATION:HAPPINESS::GLOOM:

7. HOT AIR:BALLOON::ENGINE:

8. SORROW:TEARS::HAPPINESS:

9. EXPERT:NOVICE::SENIOR:

10. TURN:DOORKNOB::PULL:

B. Determine the relationship in the first pair of words. Write a word that completes the second pair of words in each analogy.

1. RECLINER:CHAIR::MAPLE:

2. MALODOROUS:FRAGRANT::COMPRESSED:

3. PLAYERS:DUGOUT::FAMILY:

4. STAMINA:MARATHONER::PATIENCE:

5. STAR:CONSTELLATION::TRIBUTARY:
Vocabulary Practice 24: Analogies

An analogy shows a relationship, or makes a comparison, between pairs of words. In an analogy, the relationship between the first pair of words is compared to the relationship in the second pair of words. Types of analogies include function, cause-effect, synonym/antonym, and part to whole relationships.

Examples: TRANSMITTER:COMMUNICATE::MICROSCOPE:MAGNIFY (function)
FUMES: INTOXICATION::OVEREXPOSURE:SUNBURN (cause-effect)
DISSENSION:ACCORD::ELEGIAIC:JOYOUS (synonym/antonym)
KEY:KEYBOARD::WING:AIRCRAFT (part to whole)

A. Circle the letter before the pair of words that completes each analogy.

1. DUPLICITY:MISTRUST::_______
   a. scissors:rent
   b. enthrall:mesmerize
   c. employment:remuneration

2. ENGENDER:CAUSE::_______
   a. compass:navigate
   b. hiatus:interruption
   c. nightmare:awakening

3. INDULGENCE:CORPULENCE::_______
   a. hardy:robust
   b. negotiation:concordance
   c. constrict:release

4. MALLET:PULVERIZE::_______
   a. catapult:jettison
   b. bacteria:infection
   c. zenith:mountain

5. DESPOIL:LOOT::_______
   a. cylinder:engine
   b. terse:discursive
   c. lampoon:satirize

6. CUTLERY:MINCE::_______
   a. diminish:reduce
   b. bacteria:infection
   c. jail:sequester

7. STRIDENT:SOOTHING::_______
   a. taciturn:boisterous
   b. electricity:lightning
   c. svelte:slim

8. ELECTROCARDIOGRAM:MEASUREMENT::_______
   a. surly:rude
   b. calculator:compute
   c. sprocket:wheel

9. NUTRITION:HEALTH::_______
   a. narrative:exposition
   b. resonant:ringing
   c. aging:wrinkles

10. VIRULENT:TOXIC::_______
    a. appropriate:timely
    b. wan:colorful
    c. stomach:digest

11. MEDICATION:ILLNESS::_______
    a. bliss:despondency
    b. fission:fusion
    c. accident:injury

12. PHYSICIAN:HEAL::_______
    a. bungle:succeed
    b. capitalist:finance
    c. hospital:patient

13. BANAL:EXTRAORDINARY::_______
    a. hyperbole:understatement
    b. copious:profuse
    c. liquid:hydrate

14. DETECTIVE:INVESTIGATE::_______
    a. coddle:spoil
    b. clue:mystery
    c. handcuffs:shackle

15. CONDENSATION:PRECIPITATION::_______
    a. copyright:protection
    b. arrest:confinement
    c. hurricane:typhoon

B. On a separate page, write one example for each type of analogy.
Vocabulary Practice 25: Connotations and Denotations

A **connotation** is the implied or suggested meaning of a word or phrase. It is different from the **denotation**, or dictionary definition. Words with the same denotation convey different connotations, depending on the use in context.

A. Complete the sentences with two of the given words.

1. Words that connote “equality” are *identical, equivalent,* and *corresponding.*
   a. Michelle asked what the word ___________________ to the English “internet” was in French.
   b. Greg and Harry’s expensive, new basketball sneakers were ___________________.

2. Words that connote “an end” are *termination, culmination,* and *expiration.*
   a. Tucker wondered about the _____________ date of his freelance contract.
   b. The high school dance was the ________________ of six months of fund-raising.

3. Words that connote “something new” are *fresh, modern,* and *innovative.*
   a. Weary of the year’s boring designs, the company was seeking a ______________________ look.
   b. Trent’s unheard-of campaign idea was a truly ______________________ idea.

4. Words that connote “degrees of time” are *often, continual,* and *common.*
   a. Connie thought she got stuck with dishwashing chores all too ____________________
   b. Ms. Watson told her class that tornadoes were a ______________ occurrence in Kansas.
   c. ________________ ______________ _

5. Words that connote “types of power” are *potency, force,* and *energy.*
   a. Wilton Veras hit his first homerun over the wall with great ____________________
   b. Marianne told her cousin that her brand of vitamins had greater ______________

6. Words that connote “types of travel” are *tour, trek,* and *migration.*
   a. Thousands of geese headed south from Canada on their annual ________________
   b. Brenda and her boyfriend wanted to take a ______________ of the state capitol.

7. Words that connote “degrees of rainfall” are *downpour, sprinkle,* and *shower.*
   a. With the prediction of a serious ________________, people worried about flooding.
   b. The Cohens’ outing was in question because of the possibility of a ________________

8. Words that connote “to judge” are *assess, discriminate,* and *censure.*
   a. Dean postponed interviewing until he’d had time to ______________ the candidates.
   b. Holly found it difficult to ________________ between the various shades of light blue.

9. Words that connote “hope” are *expectation, promise,* and *faith.*
   a. Nancy had ________________ that her friends would come through for her.
   b. Alan’s spirits soared with the ________________ of a beautiful day.

10. Words that connote “types of news” are *information, intelligence,* and *report.*
    a. The Copellos worried because they’d had no ________________ from their son in days.
    b. Brandy turned on the television to get a ________________ on the shuttle launch.

B. On another piece of paper, write a sentence using the remaining words in Exercise A.
Vocabulary Practice 26: Connotations and Denotations

A connotation is the implied or suggested meaning of a word or phrase. Connotations convey implied meanings and are positive, neutral, or negative, depending on the text.

Example: Inquire and snoop have the same denotative meaning, “to be curious.” Inquire has a positive or neutral connotation, meaning “to ask.” Snoop has a negative connotation, meaning “to pry into the private affairs of others.”

A. This list of words are connotations for sullen. Choose and write three words that could complete each sentence and convey the appropriate connotation for the text. You may use some words more than once.

bad-tempered, churlish, crabby, cross, cynical, dismal, dour, fretful, frowning, gloomy, glowering, glum, gruff, grumpy, hostile, irritable, mean, moody, obstinate, pouting, somber, silent, sulking, unsociable

1. Kitty was usually a very cheerful person, but on Monday morning when she could not find her contact lenses, she was ____________________.

2. The clerk was positively ____________________ towards the customer, creating a scene in the store by raising her voice and waving her arms in the customer’s face.

3. After school, Chris received the disappointing news about his loan application and this turned his cheerful smile into a ________________ demeanor.

4. Lulu was a handful. Her mother tried everything to coax the five-year-old to eat her dinner. Lulu not only would not eat, but she sat at the table with her arms folded and a ________________ expression on her face.

5. After a long, hot day excavating the road, the men were asked to work an extra hour. Some were agreeable, but the majority spoke to their bosses in angry, ________________ tones and their body language displayed their unhappy mood.

B. Choose one of the sentences in Exercise A as a topic sentence, and write a paragraph that uses at least three of the boldface words listed in Exercise A. Underline the words you use.
**Vocabulary Practice 27: Connotations and Denotations**

A **connotation** is the implied or suggested meaning of a word or phrase. Connotations convey implied meanings, positive, negative, or neutral, depending on the text.

**Example:** *Welcome* and *accost* have the same denotative meaning, “to greet.” *Welcome* has a positive or neutral connotation, meaning “greet” (neutral) or “greet favorably” (positive). *Accost* has a negative connotation, meaning “greet in a challenging way.”

**A.** Write the two words that are connotations for each boldface word. Then, identify all the words as positive, neutral, or negative connotations. Last, write a sentence using one word in each set. Check your words in a dictionary or thesaurus.

<table>
<thead>
<tr>
<th>Word</th>
<th>Connotation</th>
<th>Word/Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>reluctance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mercy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unplanned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>obstinate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>terse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>insincerity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>compact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ornate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sharpen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>innocent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aversion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unruly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>argumentative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hostile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spontaneous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hostile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unsophisticated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. *whet*  
2. *callow*  
3. *extemporaneous*  
4. *polemical*  
5. *intractable*  
6. *garish*  
7. *duplicity*  
8. *laconic*  
9. *clemency*  
10. *diffidence*  

**B.** On another piece of paper, rewrite each sentence you wrote in Exercise A using a word with a different connotation. Underline the connotation for the boldface word.
Vocabulary Practice 28: Commonly Misused Words

Having a good vocabulary demands skillful use of the right words in speaking and writing. Many words and phrases sound alike. Other words cause confusion because their meanings are not understood.

Example: They're, their, and there sound alike, but have different meanings and uses.

A. Write the word or phrase that completes each sentence.

1. The final ______ of the daily newspaper is printed at midnight.
   - edition, addition

2. On the ______ from the mountain, the climbers became dizzy and were rescued.
   - decent, descent

3. Susie wanted to ______ her dress because it did not fit after losing weight.
   - alter, altar

4. How often have you wanted to voice your ______ opinion in a tense situation?
   - personal, personnel

5. Along the coast, we saw the sea otters ______ from the water to lie on the rocks.
   - immerse, emerge

6. The grocery sign correctly noted that those with ______ ten items could use aisle one.
   - fewer than, less than

7. People are often unaware that their ______ remarks are offensive to some people.
   - callous, callus

8. Dorothy was ______ because she was unprepared for her final exams.
   - anxious, eager

9. Mr. Bolger was the ______ for the plaintiff and won the case.
   - counsel, counsel

10. The senator said the charter was ______ the one written many hundred years ago.
    - different from, different than

11. Carol ______ until she had all the signatures on the petition.
    - canvases, canvassed

12. Mother will ______ us on time to depart for the weekend celebration.
    - anticipate, expect

13. New owners of the store will take over when the current owners ______ control.
    - cease, seize

14. With insufficient information, the speaker ______ before his audience.
    - floundered, founndered

15. Our money will go ______ if we plan wisely before we begin spending it.
    - farther, further

B. On another piece of paper, write a sentence using each word you did not use in the sentences in Exercise A.
Vocabulary Practice 29: Commonly Misused Words

Having a good vocabulary demands skillful use of the right words in speaking and writing. Many words and phrases sound alike and cause confusion.

Example: *Capital* and *capitol* sound alike, but have different meanings and uses.

A. Write the word that completes each sentence.

<table>
<thead>
<tr>
<th>sure</th>
<th>adapt</th>
<th>dessert</th>
<th>desert</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>imply</td>
<td>precede</td>
<td>waver</td>
<td>avenge</td>
<td>already</td>
</tr>
<tr>
<td>certainly</td>
<td>all ready</td>
<td>deductive</td>
<td>bass</td>
<td>revenge</td>
</tr>
<tr>
<td>adopt</td>
<td>infer</td>
<td>waiver</td>
<td>inductive</td>
<td>proceed</td>
</tr>
</tbody>
</table>

1. Before she ordered ____________________, Kendra considered the effect of pie on her waistline.
2. Brian planned to ______________ the celebratory dinner with an introductory speech.
3. HiCo. hadn’t installed Tai’s phone properly, so it granted him a fee _________________.
4. In his opening statement, the prosecutor asserted that the motive was ________________.
5. Before her party, Rory adjusted the treble and ______________ levels on her speakers.
6. When his wife asked him to prepare the meal, Marc said, “______________, Dear.”
7. Tenley inquired if her children would be ______________ to go to the picnic by noon.
8. From her boyfriend’s morose look, Gia could ________________ he’d failed the exam.
9. The terrain was more rugged than she’d expected, but Dena could ________________ to it.
10. Dr. Perry used ______________ reasoning to draw conclusions from the available facts.

B. Write a definition for each word you used in the sentences in Exercise A. Check your definitions in a dictionary.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
9. __________________________________________
10. _________________________________________

C. On another piece of paper, write a sentence using each word you did not use in Exercise A.
Vocabulary Practice 30: Commonly Misused Words

Having a good vocabulary demands skillful use of the right words in speaking and writing. Many words and phrases sound alike and cause confusion.

Example: Stationary and stationery sound alike, but have different meanings and uses.

A. Write the word or phrase that completes each sentence. Then, write a sentence using the other word in each pair.

1. The critic implied that the acting in the new play was ______________ too unrehearsed.
   all together, altogether

2. The malodorous condition of Roy’s wet poodle was bound to ______________ people.
   repulse, repel

3. Nell was quite ______________ at sports, perhaps because her dad coached gymnastics.
   adapt, adept

4. Ted studied diligently, but the trigonometry answers managed to ______________ him.
   allude, elude

5. The district attorney boasted he had enough evidence to ______________ the suspect.
   persecute, prosecute

6. Try as she might, Mrs. Dahl couldn’t ______________ her son to apply for a summer job.
   impel, propel

7. The heckler added a note of ______________ to an otherwise cordial town meeting.
   descent, dissent

8. When Sara revealed the surprising results of her study, her peers were ______________.
   incredible, incredulous

9. Kit’s community rent-control petition was met with indifference and ______________.
   apathy, empathy

10. Lexi aided the whelping of her beagle’s four pups—all born alive and ______________.
    healthful, healthy

B. On another piece of paper, write a definition for the boldface words in Exercise A.
Vocabulary Practice 31: Specialized Vocabulary

Most of the words we use today have their origins in Old English, Latin, and Greek. Many Latin phrases are used in speaking and writing.

A. Using a dictionary, write the definition of each term. Then, write a sentence using each term.

1. ad hoc
2. pro bono
3. ad nauseam
4. caveat emptor
5. de facto
6. ex officio
7. habeas corpus
8. ipso facto
9. non sequitur
10. pro forma
11. carpe diem
12. per diem
13. status quo
14. sine die
15. nolo contendere

B. Which three phrases are legal terminology?
Vocabulary Practice 32: Specialized Vocabulary

Many of the musical terms we use today have their origins in Latin and have been borrowed from contemporary Italian.

A. Using a dictionary, write the definition of each musical term. Then, write each term in the box under the correct classification.

1. adagio
2. allegro
3. andante
4. aria
5. basso
6. coloratura
7. concerto
8. crescendo
9. dolce
10. fortissimo
11. presto
12. sonata
13. soprano
14. staccato
15. tempo

<table>
<thead>
<tr>
<th>Type of Composition</th>
<th>Type of Voice</th>
<th>Style or Volume of Music</th>
<th>Relative Speed of Music</th>
</tr>
</thead>
</table>

B. On another piece of paper, write a sentence for each musical term in Exercise A.
Spelling Practice 1: Adding Prefixes

When a prefix is added to a word, the spelling of the word remains the same. In some words, adding a prefix to a word results in a doubled consonant.

Examples: The prefix in- added to sensitive makes insensitive. The prefix mis- added to spell makes misspell. Adding il- to legal makes illegal.

A. Combine the prefixes and words and write the new words. Then, write another word with the same prefix.

1. pro- and democracy makes ________________________________
2. a- and typical makes ________________________________
3. dis- and passionate makes ________________________________
4. pre- and meditated makes ________________________________
5. im- and pious makes ________________________________
6. in- and conceivable makes ________________________________
7. un- and documented makes ________________________________
8. dis- and satisfactory makes ________________________________
9. re- and route makes ________________________________
10. anti- and discrimination makes ________________________________
11. pro- and active makes ________________________________
12. a- makes moral makes ________________________________
13. dis- and credited makes ________________________________
14. im- and plausible makes ________________________________
15. non- and negotiable makes ________________________________

B. Write these misspelled words correctly. Check your answers in a dictionary. Then, write a brief definition for each word.

1. immutable ________________________________
2. ilimitable ________________________________
3. inumerable ________________________________
4. disatisfactory ________________________________
5. imodest ________________________________
6. disimilar ________________________________
7. imortalize ________________________________
8. ireverent ________________________________
9. unoticeable ________________________________
10. disoluble ________________________________
11. efervescent ________________________________
12. unerved ________________________________
13. iresponsible ________________________________
14. disipated ________________________________
15. iliterate ________________________________
Spelling Practice 2: Adding Suffixes

When adding suffixes to words ending in final e, follow the rules for dropping or keeping e.

Spelling Rules
1. When adding a suffix that begins with a vowel to a word that ends in e, drop the final e.
   
   Example: The suffix -ing added to efface makes effacing.

2. When adding a suffix that begins with a consonant to a word that ends in e, keep the final e.
   
   Example: The suffix -ment added to announce makes announcement.

A. Combine the words and suffixes and write the new words.
   1. disparage and -ing __________________________ 9. dispassionate and -ly ________________
   2. furtive and -ness __________________________ 10. extradite and -ion ________________
   3. emulate and -ive __________________________ 11. discursive and -ness ________________
   4. recognize and -able __________________________ 12. bungle and -er ________________
   5. animate and -ion __________________________ 13. exonerate and -ive ________________
   6. immediate and -ly __________________________ 14. desecrate and -ion ________________
   7. fickle and -ness __________________________ 15. ostracize and -ing ________________
   8. coddle and -ing __________________________

B. Underline the misspelled word in each sentence. Write the word correctly at the end of the sentence. Check your spelling in a dictionary.

1. Julia was in a state of bereavrnent after the death of her best friend. ________________
2. When Jen discovered she had spread harmful rumors, she acted contritly. ________________
3. Robin began hedgeing when her parents asked why she had not called home. ________________
4. Brad’s refusal to work overtime was not acceptable to his supervisor. ________________
5. The aerobics class was rejuvenateing for everyone who had sat through hours of classes. ________________
6. The professor was venerateed by his students because he was a mentor to them. ________________
7. The reporter’s delineateion of the story facts was corroborated by the eyewitnesses. ________________
8. As he sat holding his brother’s broken bat, Earle hoped for forgivness. ________________
9. Leah’s father worried about his daughter’s espouseal of radical ideas. ________________
10. Della’s personality tended toward rudness when she was feeling hurried. ________________

C. Write two words that are examples of the spelling rules for adding suffixes to words ending in final e.

______________________________
______________________________
______________________________
______________________________
Spelling Practice 2: Adding Suffixes

When adding suffixes to words with final \textit{y}, follow spelling rules for keeping \textit{y} or changing \textit{y} to \textit{i} before adding the suffix.

**Spelling Rules**

1. Change \textit{y} to \textit{i} in words ending with a consonant plus \textit{y} before adding suffixes -\textit{ness}, -\textit{er}, -\textit{ed}, -\textit{ly}, and -\textit{ous}.
   
   \textbf{Example:} Adding -\textit{ness} to \textit{hazy} makes \textit{haziness}.

2. Change \textit{y} to \textit{i} before adding suffixes -\textit{ance}, -\textit{ant}, and -\textit{able}.
   
   \textbf{Example:} Adding -\textit{ance} to \textit{apply} makes \textit{appliance}.

3. Keep the final \textit{y} in words ending with a vowel plus \textit{y} before suffixes -\textit{er}, -\textit{ous}, -\textit{ance}, -\textit{ing}, -\textit{ful}, and -\textit{ness}.
   
   \textbf{Example:} Adding -\textit{er} to \textit{buy} makes \textit{buyer}.

4. Keep the final \textit{y} when adding the suffixes -\textit{ing} or -\textit{ish} to avoid having two \textit{i}'s.
   
   \textbf{Example:} Adding -\textit{ing} to \textit{try} makes \textit{trying}.

**D.** If the word is spelled correctly, put a check (\checkmark) beside the word. Write the misspelled words correctly. Check your answers in a dictionary.

1. categorycally ___________________________ 9. necessarily ___________________________
2. pitying ________________________________ 10. worriesome ___________________________
3. surlyest ________________________________ 11. angrily ______________________________
4. merryment _______________________________ 12. haughtyer ____________________________
5. prettyly ________________________________ 13. pithyness ______________________________
6. chillyness ________________________________ 14. gayly _________________________________
7. sorryest ________________________________ 15. bountyful ______________________________
8. tidyer _________________________________

**E.** Combine the words and suffixes and write the new words. Then, write another word with the same suffix.

1. \textit{mighty} and -\textit{er} __________________________________________
2. \textit{burly} and -\textit{est} __________________________________________
3. \textit{extraordinary} and -\textit{ly} ____________________________________
4. \textit{shabby} and -\textit{ness} ______________________________________
5. \textit{duty} and -\textit{ful} __________________________________________
6. \textit{tardy} and -\textit{ly} __________________________________________
7. \textit{mystify} and -\textit{ing} ________________________________________
8. \textit{embody} and -\textit{ment} ______________________________________
9. \textit{uncanny} and -\textit{ly} _________________________________________
10. \textit{justify} and -\textit{able} ________________________________________
11. \textit{relay} and -\textit{ed} __________________________________________
12. \textit{accompany} and -\textit{ment} _________________________________
13. \textit{spongy} and -\textit{ness} ______________________________________
14. \textit{simply} and -\textit{fy} ________________________________________
15. \textit{sloppy} and -\textit{er} _________________________________________
Spelling Practice 3: Words Ending in ee or in a Vowel and Final e

When a suffix beginning with e is added to a word ending in ee, one e is dropped. No spelling changes occur when other suffixes are added.

Example: The suffix -ed added to agree makes agreed. The suffix -ment added to agree makes agreement.

A. Combine the words and the suffixes and write the new words.

1. foresee and -ing
2. wee and -est
3. decree and -ed
4. filigree and -es
5. lee and -ward
6. puree and -ed
7. emcee and -ing
8. pedigree and -ed
9. oversee and -ing
10. free and -er
11. flee and -ing
12. apogee and -es
13. guarantee and -ing
14. absentee and -es
15. disagree and -able

B. Underline the misspelled word in each sentence. Write the word correctly at the end of the sentence.

1. The disagreing friends were aided by a supporting friend who interceded.
2. decided to sift the dry ingredients while her mother was pureing the fruit.
3. used washing machine was guaranteed to work by the previous owner.
4. refered the basketball games for the high school team for two years.
5. Mrs. Chapman was ecstatic about the artist who had filigreeed the archway.
6. The school committee said that no funds are available in the foreseable future.
7. May and Li shared divergent views and yet were usually in agrement.
8. The children were gleful when they heard the no school announcement.
9. The nomines for the Citizens’ Award were Ben and his sister for saving a life.
10. The political club felt fortunate to have two notables for debate emces.

C. Using the dictionary, list as many words as you can find ending in ee. Then add suffixes to the words.
Spelling Practice 3: Words Ending in ee or in a Vowel and Final e

When a suffix beginning with e is added to a word ending in Ve (vowel + e), the final e is dropped. When adding other suffixes, different spelling rules apply.

**Spelling Rules**

1. Keep the final e in words ending in ie before adding suffixes, except when adding -ing and suffixes beginning with e. When adding -ing, change ie to y.

   **Examples:** Adding -ing to tie makes tying. Adding -less to tie makes tieless.

2. Keep the final e in words ending in oe and ye before adding suffixes, except those beginning with e.

   **Examples:** Adding -ing to hoe makes hoeing. Adding -ed to hoe makes hoed.

3. Drop the final e in words ending in ue before adding suffixes that begin with vowels. Keep the final e before adding suffixes that begin with consonants.

   **Examples:** Adding -ish to blue makes bluish. Adding -ness to blue makes blueness.

D. Add the suffixes to the words and write the new words. Check your spelling in a dictionary.

1. accrue and -ing
2. woe and -ful
3. vie and -ed
4. issue and -able
5. dye and -ed
6. canoe and -ist
7. pique and -ed
8. argue and -able
9. toe and -ing
10. belie and -ed
11. opaque and -ness
12. tie and -ing
13. ensue and -ed
14. eye and -ing
15. blue and -est
16. true and -er
17. untie and -ed
18. shoe and -less
19. value and -able
20. oblique and -ly

E. Categorize the word you wrote in Exercise C according to the spelling rule that applies for adding suffixes to words ending in a vowel and final e.

<table>
<thead>
<tr>
<th>Keep final e</th>
<th>Drop final e</th>
<th>Change ie to y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spelling Practice 4: Vowels Before Final r

Words with a vowel followed by final r usually follow rules for spelling.

**Spelling Rule:** In an unstressed syllable, the vowel sound before the final r is /a/ and may be spelled by a, e, i, 0, and u.

1. Words ending in ul_r take the vowel a as in regular; the exception is ruler.
2. Words ending in ate (regulate) and ct (connect) take the vowel o when adding r as in regulator and connector; some exceptions are locater, distracter.
3. Words meaning “one who does something” take er as in teacher, or or as in juror.

**A.** Add the missing vowel to each word. Check your spelling in a dictionary.

1. engend_r 11. vine_g_r 21. occ_r 31. few_r
2. squal_r 12. smuggl_r 22. consum_r 32. protract_r
3. modul_r 13. initiat_r 23. ast_r 33. benefact_r
4. cell_r 14. toddl_r 24. design_r 34. altimet_r
5. centimet_r 15. cloist_r 25. precurs_r 35. serv_r
6. prosecut_r 16. direct_r 26. procrastinat_r 36. conif_r
7. famili_r 17. cellul_r 27. request_r 37. conc_r
8. impost_r 18. edit_r 28. ranc_r 38. inspect_r
9. react_r 19. cartograph_r 29. vap_r 39. val_r
10. indicat_r 20. vehicul_r 30. surrend_r 40. amate_r

**B.** Organize the words according to the spelling rules in Exercise A.

<table>
<thead>
<tr>
<th>u/l_r</th>
<th>ate, ct</th>
<th>er, or</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spelling Practice 5: Words Ending in -ise, -ize, -ity, -ety

Word endings that sound alike are commonly misspelled. The endings -ise and -ize, -ety and -ity are often confused.

Spelling Rules
1. In American English, the predominant ending is -ize, except for compound words.
   
   **Example:** winterize

   **Exceptions:** likewise, otherwise

2. The ending -ety appears when -ty is added to certain adjectives ending in e.
   
   **Examples:** entire, entirety; naïve, naivety; nice, nicety

3. The ending -ety appears in words ending in i to avoid two i’s. The ending ity is more common.
   
   **Examples:** variety, gaiety

A. Write the misspelled words correctly. Put a check (✓) next to the words that are spelled correctly. Check your spelling in a dictionary.

1. politicise ____________________________ 11. capsise ____________________________
2. enterprize ____________________________ 12. lengthwize ____________________________
3. aggrandize ____________________________ 13. advertize ____________________________
4. ostracise ____________________________ 14. advize ____________________________
5. merchandise ____________________________ 15. popularize ____________________________
6. supervize ____________________________ 16. victimise ____________________________
7. pulverise ____________________________ 17. guise ____________________________
8. chastize ____________________________ 18. criticise ____________________________
9. eulogize ____________________________ 19. televize ____________________________
10. compromise ____________________________ 20. otherwise ____________________________

B. Write these misspelled words correctly. Check your spelling in a dictionary.

1. disparity ____________________________ 11. niceity ____________________________
2. acuity ____________________________ 12. sureity ____________________________
3. anxiety ____________________________ 13. proclivity ____________________________
4. pugnacety ____________________________ 14. impiity ____________________________
5. sobriity ____________________________ 15. gaitly ____________________________
6. entireity ____________________________ 16. subtleity ____________________________
7. alacrety ____________________________ 17. felicety ____________________________
8. hilarity ____________________________ 18. impropriity ____________________________
9. notoriity ____________________________ 19. varicty ____________________________
10. brevety ____________________________ 20. receptivity ____________________________

C. On a separate sheet of paper, organize the words in Exercises A and B according to their endings. Then, write the spelling rule that applies to each group of words.
Spelling Practice 6: Words Ending in -c, -k, -ch, -ck, -que

The final sound /k/ is spelled -c, -k, -ch, -ck, and -que.

Spelling Rules
1. The endings -ch and -que with the /k/ sound are used infrequently.
   
   Examples: stomach, antique, pique

2. Final -c occurs in the ending -ic and in some words borrowed from other languages.
   
   Examples: attic, bivouac

3. The endings -k and -ck appear in words such as break and check.

4. When adding suffixes beginning with e, i, or y to words in which the final -c has the /k/ sound, add the letter k before the suffix.
   
   Examples: Adding -ed to mimic makes mimicked. Adding -y to colic makes colicky. Adding -ing to picnic makes picnicking.

A. Write the ending for each word. Check your spelling in a dictionary.

bis ___________  ironi ___________  didacti ___________  mimi ___________
    graph ___________  tor ___________  politi ___________  chron ___________
    histrion ___________  physi ___________  trag ___________  physi ___________
    euphoni ___________  monar ___________  havo ___________  intrins ___________
    mysti ___________  maveri ___________  organ ___________  pani ___________

B. Add the endings to these words and write the new words. Then, use a dictionary to find five more words with the final sound /k/.

picnic and -ing  panic and -y  politic and -ing  traffic and -ed
mimic and -ed  physic and -al  antique and -es  artistic and -ally
logic and -al  frolic and -ing
Spelling Practice 7: Commonly Misspelled Words

Some words follow rules for spelling, while the spelling of other words must be remembered.

**Example:** Words with **ei** or **ie** follow the rule: **i** before **e** except after **c** or when sounded like a **a** as in neighbor and weigh.

A. Write these misspelled words correctly. Check your spelling in a dictionary.

1. mischievous
2. leisure
3. chieftain
4. peirce
5. perceive
6. inconcievable
7. foreign
8. hygiene
9. riegn
10. obiesance
11. wierd
12. shiek
13. plebiean
14. niether
15. speceis

Words ending in **-ish** or **-ist** are often misspelled. The ending **-ish** means "relating to" or describes "an action or process." The ending **-ist** means "one who practices."

**Examples:** stylish, nourish, zoologist

B. Write the ending **-ist** or **-ish** that is added to each word to spell the word that matches the definition. Then, write the new word. Some words change spelling before adding the ending.

<table>
<thead>
<tr>
<th>Word and Suffix</th>
<th>New Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sheep and _________</td>
<td>timid; bashful</td>
<td>one who leads a moral life</td>
</tr>
<tr>
<td>2. moral and _________</td>
<td>one who acts like a child</td>
<td></td>
</tr>
<tr>
<td>3. child and _________</td>
<td>one who opposes war</td>
<td></td>
</tr>
<tr>
<td>4. pacify and _________</td>
<td>marked by bad temper</td>
<td></td>
</tr>
<tr>
<td>5. peeve and _________</td>
<td>a classical scholar</td>
<td></td>
</tr>
<tr>
<td>6. classic and _________</td>
<td>characteristic of the color purple</td>
<td></td>
</tr>
<tr>
<td>7. purple and _________</td>
<td>surly; boorish</td>
<td></td>
</tr>
<tr>
<td>8. churl and _________</td>
<td>a scientist who studies plants</td>
<td></td>
</tr>
<tr>
<td>9. botany and _________</td>
<td>one who likes to keep things to a minimum</td>
<td></td>
</tr>
</tbody>
</table>

C. Write ten words that end in **-ish** or **-ist.** Include words for each meaning of **-ish.**
### Spelling Practice 8: Commonly Misspelled Words

Some words follow rules for spelling, while other words must be remembered.

**A.** Add the endings *-ancy, -ency, -cy, or -sy* to these words. Then, check your spelling in a dictionary.

<table>
<thead>
<tr>
<th>-ancy or -ency</th>
<th>-cy or -sy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pot __________________</td>
<td>embas __________________</td>
</tr>
<tr>
<td>2. occup __________________</td>
<td>discourte __________________</td>
</tr>
<tr>
<td>3. resid __________________</td>
<td>pharma __________________</td>
</tr>
<tr>
<td>4. complac __________________</td>
<td>bankrupt __________________</td>
</tr>
<tr>
<td>5. tend __________________</td>
<td>biop __________________</td>
</tr>
<tr>
<td>6. absorb __________________</td>
<td>ecsta __________________</td>
</tr>
<tr>
<td>7. clem __________________</td>
<td>courte __________________</td>
</tr>
<tr>
<td>8. expedi __________________</td>
<td>autocra __________________</td>
</tr>
<tr>
<td>9. consist __________________</td>
<td>prophle __________________</td>
</tr>
<tr>
<td>10. resili __________________</td>
<td>controver __________________</td>
</tr>
<tr>
<td>11. redund __________________</td>
<td>accura __________________</td>
</tr>
<tr>
<td>12. insolv __________________</td>
<td>hypocr __________________</td>
</tr>
<tr>
<td>13. depend __________________</td>
<td>normal __________________</td>
</tr>
<tr>
<td>14. discrep __________________</td>
<td>pira __________________</td>
</tr>
<tr>
<td>15. dorm __________________</td>
<td>idiosyncra __________________</td>
</tr>
<tr>
<td>16. effici __________________</td>
<td>aristocra __________________</td>
</tr>
<tr>
<td>17. frequ __________________</td>
<td>jealou __________________</td>
</tr>
<tr>
<td>18. hesit __________________</td>
<td>falla __________________</td>
</tr>
<tr>
<td>19. tru __________________</td>
<td>immedia __________________</td>
</tr>
<tr>
<td>20. vagr __________________</td>
<td>luna __________________</td>
</tr>
</tbody>
</table>

**B.** Add as many words as you can with each ending. Check your spelling in a dictionary.

<table>
<thead>
<tr>
<th>-ancy</th>
<th>-ency</th>
<th>-cy</th>
<th>-sy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Prentice-Hall, Inc.
Spelling Practice 9: Commonly Misspelled Words

Words with endings that sound alike are often misspelled.

A. Underline the misspelled word(s) in each sentence. Write the words correctly at the end of the sentences.

1. Zoe was fascinated by the solar calendar that was carved in Summit Park.
2. Pete laughed at ghoulish tales, yet he wouldn’t walk through the cemetery.
3. Uri’s favorite historical subject was Imperial Japan and its regal emperors.
4. As June’s older sister, it was essential for Jan to be a good role model.
5. Rhea was mortified because the wine she poured had turned to vinegar.
6. A high incidence of deafness is a hereditary condition in Dalmatians.
7. Dylan’s father often let him visit him at the molecular biology laboratory.
8. Cal knew his secretary could perform more than administrative tasks.
9. When Beth met Fran’s boyfriend, she was convinced that he looked familiar.
10. More than fifty sponsors signed up for the charity walk-a-thon.
11. Mr. Formica travelled so much he couldn’t be particular about his diet.
12. All the teachers hoped the layoffs would be a temporary situation.
13. Tali refused to feed her puppy table scraps so that he would not be a beggar at the table.
14. Every freshman was in a similar situation at the beginning of the term.
15. Liz wrote about baseball as a metaphor for life in her term paper.

B. Write each word correctly. Then place the words under the boldface headings below.

<table>
<thead>
<tr>
<th>-al</th>
<th>-ial</th>
<th>-able</th>
<th>-ible</th>
</tr>
</thead>
<tbody>
<tr>
<td>horizontal</td>
<td>susceptible</td>
<td>beneficial</td>
<td>universal</td>
</tr>
<tr>
<td>symptable</td>
<td>syllable</td>
<td>ineligible</td>
<td>inevitable</td>
</tr>
<tr>
<td>pedastial</td>
<td>-ial</td>
<td>-able</td>
<td>-ible</td>
</tr>
</tbody>
</table>
Spelling Practice 10: Commonly Misspelled Words

Many words that are frequently misspelled contain vowel pairs or unpronounced consonants. Often these words have no rules for spelling and must be learned and remembered.

A. Write each misspelled word with missing vowel correctly. Check your spelling in a dictionary.

1. lonliness
2. biscit
3. henous
4. efficient
5. patriotism
6. forfit
7. celestial
8. recrut
9. villin
10. garantee
11. suvenir
12. discreet
13. parlament
14. luxurius
15. langush
16. prestige
17. capricious
18. chamis
19. sargent
20. outrageous

B. Write the missing, unpronounced consonants in these words. Then, write two more words with the same unpronounced letter. Use a dictionary, as necessary.

1. recei_t
2. dis_ipline
3. balle_
4. ya__ht
5. _narled
6. condem_
7. _psychology
8. s__issors
9. gram__ar
10. id__ll
11. dis__uade
12. fer__et
13. colon__ade
14. re__nown
15. _nome
16. dis__ern
17. whis__le
18. rh__thm
19. ex__ibit
20. r__noceros