

Spelling Power

Unit 2: Review Lessons 5–8

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|-----------|------------|------------|------------|-----------|
| cede | comparable | conceding | exceed | faculty |
| flawless | haunted | kernel | minimum | perceive |
| priestly | reigning | seaboard | secede | slaughter |
| sovereign | superseded | thoughtful | unyielding | vigor |

Choose the words from the list that best complete the sentences. Write your choices on the lines.

1. Graybeard the Pirate, who prowled the east coast, was called the scourge of the eastern _____.
2. His reputation was similar to Captain Kidd's; the fierceness of the two pirates was also _____.
3. The king of Spain, like every other _____, dreaded Graybeard's attacks.
4. The fierce pirate never backed down; he was _____ in his quest for riches.
5. An ability to sense treasure nearby was his keenest _____.
6. Only a sharp observer might _____ his weakness.
7. A secret terror _____ the bold marauder, giving him no peace.
8. It was a wise and _____ sailor who first realized that Graybeard never attacked on a Monday.
9. Instead, he would _____ safe passage to any ship he met.
10. Did his fear of Mondays _____ his desire for wealth?

Unscramble each set of letters to spell the words defined below. Write the words on the lines. Use the word list to check your spelling.

- _____ 11. grovi – strength
- _____ 12. nerkle – small nugget or core
- _____ 13. deesce – to withdraw from a group
- _____ 14. immunim – least
- _____ 15. selflaws – perfect
- _____ 16. eggrinni – ruling or governing
- _____ 17. ripstyle – of the clergy
- _____ 18. galetrush – to butcher or massacre
- _____ 19. deepressu – to replace
- _____ 20. cincegnod – yielding or acknowledging

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Proofreading Application

Lessons 5–8

Read the whodunit story below. Find the twenty misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.

“Alas!” moaned Dorothea, Duchess of Dotson. “My priceless hierloom—stolen!” The awthentic Hittite pinky ring (gold, with an inlaid design of battle-axes) had vanished over the weekend. Police siezure of possible evidence had turned up no clues.

Luckily a famous detective and philosepher had agreed to take the case. His percentige of successes was phenomenal. “Ether I’ll solve this mystery within the week,” he announced, “or my name isn’t Socrates Sleuth.”

Haste was essential; the trail grew colder with each succedeing day. As a precotion, Sleuth interviewed all members of the household, no matter how lowly their statis. He pieced together an idea of events that had preseded the theft.

Now he had the wieghty task of drawing a conclusion. He thought so hard that the viens in his forehead bulged. He thought so hard that his hairline receded before the Duchess’s eyes. “I suspect,” he said at last, “that this crime procedes from the den of the notoarious felon, I. R. Smartalecky.” There was an awdible gasp from behind the door. Sleuth’s demeanor changed. “Would it appaul you, Duchess Dotson,” he intoned, “to learn that the criminal is in this very house?”

He opened the door to reveal a sight that was almost comicle: Sneeps, the butler, was listening at the keyhole. Quickly the parlor maid moved to intersede. “He couldn’t have stolen the ring!” she cried. “He wasn’t even here at eleven on Saturday night!” Her wild eyes showed a lack of emotional stabillity.

“Ah,” said Sleuth, “and how do you know the precise day and time of the theft? No one else had any idea.”

Betrayed by her love for the butler, the maid confessed.

“Sleuth, you’re a genius!” exclaimed the duchess. “At what school did you learn your craft so well?”

Sleuth rolled his eyes. “Elementary, my dear Dotson.”

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

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Spelling Power

Lesson 9: Doubling the Final Consonant

Word Bank

| | | | | |
|-------------|-----------|-----------|------------|-----------|
| propeller | extolled | compelled | submitted | forgetful |
| forgettable | deferment | repellent | forbidding | referral |

Key Concepts

Double a word's final consonant before adding a suffix if all four of the following conditions apply:

- | | |
|---|---|
| <p>1. The word ends in a single consonant. <i>propel</i> + <i>ant</i> + <i>propellant</i> (compare: <i>defend</i> → <i>defendant</i>)</p> <p>2. A single vowel precedes the consonant. <i>upset</i> + <i>ing</i> = <i>upsetting</i> (compare: <i>unseat</i> → <i>unseating</i>)</p> | <p>3. The word's last syllable is stressed. <i>transmit'</i> + <i>ed</i> = <i>transmitted</i> (compare: <i>e'dit</i> → <i>edited</i>)</p> <p>4. The suffix begins with a vowel. <i>regret</i> + <i>able</i> = <i>regrettable</i> (compare: <i>regret</i> + <i>ful</i> = <i>regretful</i>)</p> |
|---|---|

Spelling Practice

Choose the word from the Word Bank that combines each word root and ending. Write your choices on the lines.

- | | |
|--------------------------|--------------------------|
| 1. extol + ed = _____ | 6. propel + er = _____ |
| 2. refer + al = _____ | 7. compel + ed = _____ |
| 3. repel + ent = _____ | 8. defer + ment = _____ |
| 4. forget + able = _____ | 9. submit + ed = _____ |
| 5. forget + ful = _____ | 10. forbid + ing = _____ |

Spelling in Context

Write the word from the Word Bank that best completes each sentence.

1. To take a boating course, Mac needed a _____ from his swim coach.
2. Mac _____ it with his application forms.
3. Because he needed extra time to pay the fees, Mac got a _____.
4. His first voyage would not be _____.
5. The _____ got tangled in water weeds, and he had to be towed.

LESSON 9 continued

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then, on the numbered lines, write the correct spelling for each circled word.

Do you find bugs repelent? The town of Enterprise, Alabama, has a monument to bugs. Boll weevils were a forbiding prospect when they invaded Enterprise in 1915. They destroyed the cotton fields, once the basis of the local economy. Farmers—compeled to try other crops—soon found themselves making more money than ever before. The gratefull citizens were not forget-ful. In 1919 they raised a statue that extoled the boll weevil as a blessing in disguise.

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

Spelling Application

Listed below are five more word roots that reflect the Key Concepts you have learned. Follow the Key Concepts to add the endings shown. Write your new words on the lines.

excelled committing concurrent occurred regrettable

- 1. commit + ing = _____
- 2. concur + ent = _____
- 3. excel + ed = _____
- 4. occur + ed = _____
- 5. regret + able = _____

Check your spelling by finding and circling the five new words in the word ribbon.

semexcelledrilconcurrenteseanicommittingejoccurrinaryregrettable