

Spell It Plus!™

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Spell It Plus!™

Subject:

SPELLING

- 1000 words
- Over 20 spelling rules
- Five levels of difficulty



Levels:

- ✓ Novice (Level 1)
- ✓ Intermediate (Level 2)
- ✓ Advanced (Level 3)
- ✓ Champion (Level 4)
- ✓ Grand Master (Level 5)

Objectives:

- Master spelling rules.
- Learn to spell difficult words or words frequently misspelled.
- Develop proofreading and editing skills.

Learning Activities:

- Study It
- Decode It
- Correct It
- Unscramble It
- Spell It Game

Editor:

- Add your own spelling words easily.
- Enter Spanish, French or German words using the foreign language fonts.

Special Features:

- Positive Reinforcement
- Sound Effects
- Hi-resolution Graphics
- Animation and Color
- Record Keeping
- Print Capability (Editor Files)
- Entry and Exit at any Level
- Review Missed Words Option
- Word-Search Puzzle Maker
- Flash Cards Maker
- Certificate of Excellence

Supplementary Material:

ADDITIONAL DATA DISKS

- Grades 1/2
- Grades 3/4
- Grades 5/6

Spell It Plus!™

Assignment/Record-Keeping Sheet

Name _____ Date _____

Directions: Put a check or a score for each activity your teacher has assigned.

NOVICE	1	2	3	4	5	6	7	8	9	10
Study It										
See Word										
Finish Word										
Flash Word										
Decode It										
Correct It										
Edit										
Search & Edit										
Unscramble It										
Spell It										
INTERMEDIATE	1	2	3	4	5	6	7	8	9	10
Study It										
See Word										
Finish Word										
Flash Word										
Decode It										
Correct It										
Edit										
Search & Edit										
Unscramble It										
Spell It										
ADVANCED	1	2	3	4	5	6	7	8	9	10
Study It										
See Word										
Finish Word										
Flash Word										
Decode It										
Correct It										
Edit										
Search & Edit										
Unscramble It										
Spell It										

Spell It Plus!™

Name _____ Date _____

Directions: Put a check or a score for each activity your teacher has assigned.

[illegible]

Prerequisite Skills for *Spell It Plus!*

This program is designed to help students of all ages develop and improve spelling skills. **Spell It Plus** emphasizes learning through intensive interaction. Following is a listing of the general knowledge students should have prior to using this program.

- Recognize and use basic phonics
- Understand the role of pronunciation in correct spelling
- Apply letter/sound knowledge to correct spelling
- Spell unfamiliar words using phonetic spelling
- Create plurals using s & es and irregular plural forms
- Use root words to determine spelling
- Understand the use of prefixes and suffixes
- Be familiar with syllabication and its role in spelling (decoding)
- Recognize and use compound words

Words in the **Spell It Plus** data files are grouped in order to present common spelling patterns and rules whenever possible. They are also arranged in ascending order of difficulty, i.e., the “easier” word files are listed before the “harder” word files.

The **Spell It Plus** data (spelling words and context sentences) is designed for students from fourth grade and up. Additional data disks are designed for students as young as first grade. However, it must be remembered that spelling mastery is not closely tied to grade level or reading level. For instance, students (and adults) who have high reading levels may nevertheless have difficulty spelling “easy” words.

Suggestions for Using *Spell It Plus!* in the Classroom

This program is designed to help students of all ages develop and improve spelling skills. **Spell It Plus** emphasizes learning through intensive interaction. As students move through the program, they read spelling words used in context sentences, they see the words broken into syllables, they unscramble the words, they complete words with missing letters, and they recognize words correctly and incorrectly spelled.

1000 commonly misspelled words are presented in five interactive instructional activities. Of the five activities, *Study It* is the main tutorial. *Decode It* provides more practice spelling the list words as students complete a mystery message. In *Correct It*, students edit text for misspelled words and correct the errors. *Unscramble It* is a spelling version of an old favorite - tic tac toe. And in the **Spell It Game**, students make judgements and react quickly using the list words.

These five activities are arranged in a natural learning progression. Ideally, students should concentrate on one file at a time, working through all five activities in the order presented. A typical student might spend 20 or 30 minutes on a given file, and in that time would have a dozen or more exposures to each list word correctly spelled.

Here are some specific suggestions for classroom activities related to **Spell It Plus**:

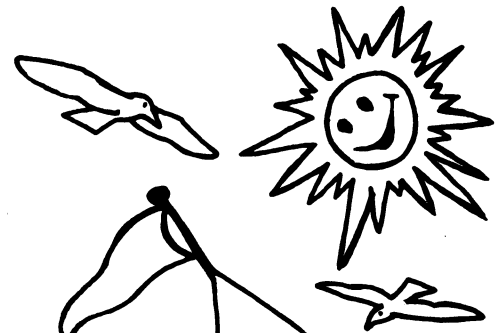
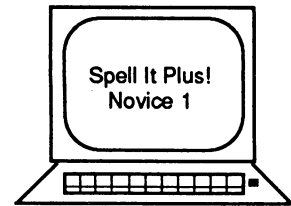
- It is easy for students to use the editor to enter weekly spelling lists. With this step, the learning has already begun. Then the whole class can practice their spelling words with all the **Spell It Plus** activities.
- Use the *Finish Word* option of *Study It* in special education classes. This activity is especially suitable because the spelling word is presented several times for students to enter and re-enter.
- Encourage cooperative learning by having students work in pairs or small groups on the *Decode It* and *Unscramble It* activities.
- Involve the whole class in the *Decode It* and *Unscramble It* activities by displaying them on a large TV monitor.

- Conduct classroom spelling bees with weekly or monthly word lists. All of the **Spell It Plus** word lists are listed in the Appendix.
- Print out lists of words mastered and words missed for study away from the computer.
- Print out flash cards for study away from the computer. Students can work singly or in pairs with flash cards, which have the spelling word on one side and the context sentence (with blank) on the other side.
- Use the foreign language fonts to create special data files for foreign language classes.
- Print out a word search puzzle for any of the **Spell It Plus** files or any custom files you have created.
- Encourage students to use several of the spelling words in their list to create a story. Identify any misspelled words in this story and put them in a personal **Spell It Plus** data file for the student.
- Have students use their editing skills to make corrections in stories written by their classmates. Peer editing and tutoring are generally highly effective.
- Play "Spelling Football" using **Spell It Plus** word lists. Draw a football field on your chalkboard and divide the class into two teams. Start both teams on the fifty yard line. Teams move forward ten yards for spelling a word correctly and move backward five yards for a misspelled word. Teams earn seven points when they score a touchdown. The team with the most points after thirty minutes wins.
- Play "On Trial" with older students using the **Spell It Plus** word lists. Two or three players who are "on trial" sit with their backs to the chalkboard so that they cannot see the word that another student writes there. This word must have a precise definition, such as accuse, curious, athlete, and prisoner. Students who are not "on trial" take turns giving synonyms for the word on the board. Players who are "on trial" each have one chance to respond to a synonym as it is given until someone guesses the word on the board.
- Post "All-Star Speller" certificates earned by students on classroom bulletin boards.

Name _____

Be careful when spelling number words.
Sometimes the spelling of the root changes.

Examples: **four** **forty**
 five **fifty**



Write out the number words in the sentences.

eight

- a) There were 80 _____ sailboats in the race.
- b) The race was 18 _____ miles long.
- c) Freddy Frog finished in 8th _____ place.

five

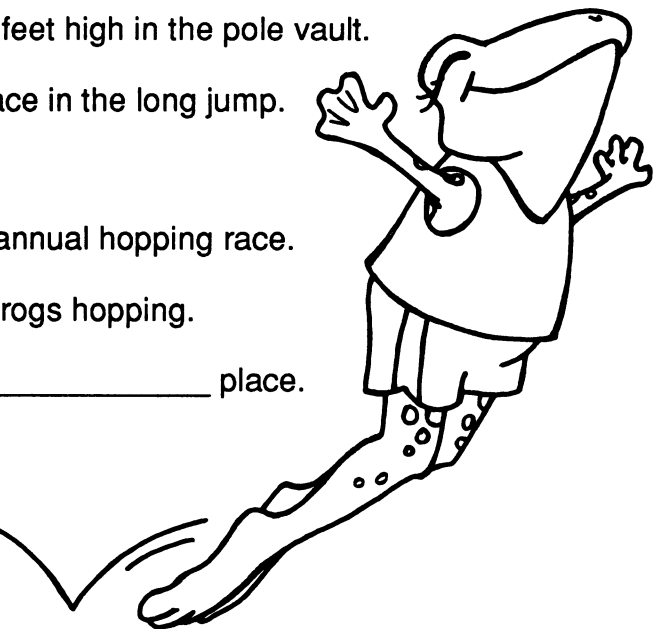
- d) There were 15 _____ hurdles on the track.
- e) Franklin Frog was the 50th _____ hurdler.
- f) He ran 50 _____ meters in all.

four

- g) Franny Frog jumped 40 _____ feet in the hop, step, and jump.
- h) She jumped 14 _____ feet high in the pole vault.
- i) She won 4th _____ place in the long jump.

nine

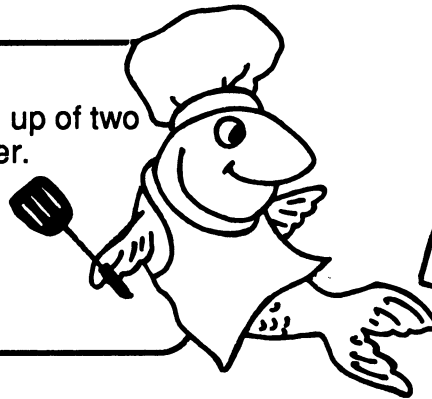
- j) It was the 19th _____ annual hopping race.
- k) There were 90 _____ frogs hopping.
- l) Florence Frog finished in 90th _____ place.



Name _____

Compound words are made up of two shorter words joined together.

Example: foot ball
football



Mix up the parts of these compound words to create your own new words. Write a definition for each new word.

basketball
blueprint
bookmark
campground
cookbook

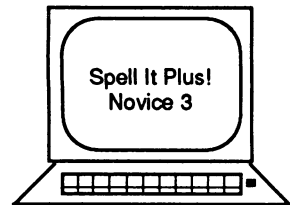
driveway
flagpole
flashlight
football
freeway

goldfish
midnight
railroad
schoolroom
seaweed

snowfall
spotlight
sunrise
weekend
wristwatch

- a) cookfish a fish who likes to make dinner for his family
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- i) _____
- j) _____

Name _____

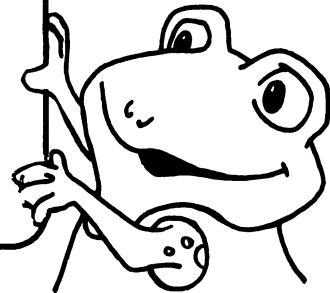


To form the plurals of most nouns, simply add **s**.

Example: balloon balloons

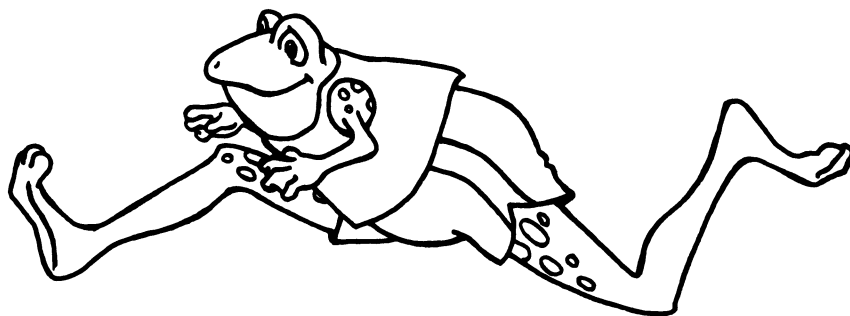
Add **es** to nouns ending in **ch, sh, s, x, and z**.

Example: church churches



Make a funny story by filling in the blanks with words from the word list below. You will need to change each list word to a plural.

Yesterday we took our _____ to the city. First we visited some
_____. Then we bought _____ and _____. In one store
we saw _____ using _____. On the way home we were carrying so
many _____ and _____ that we dropped our _____.
When we got home, we found our house full of _____.



Word List:

ache	box	brush	chair	cameo
chief	church	cupful	glass	lawyer
lunch	monkey	picture	poet	radish
radio	tax	topaz	turkey	

Name _____

Spell It Plus!
Novice 4 & 5

The **neutral vowel with r** sound which usually appears in the unstressed syllable can be spelled **or, er, or ar**.

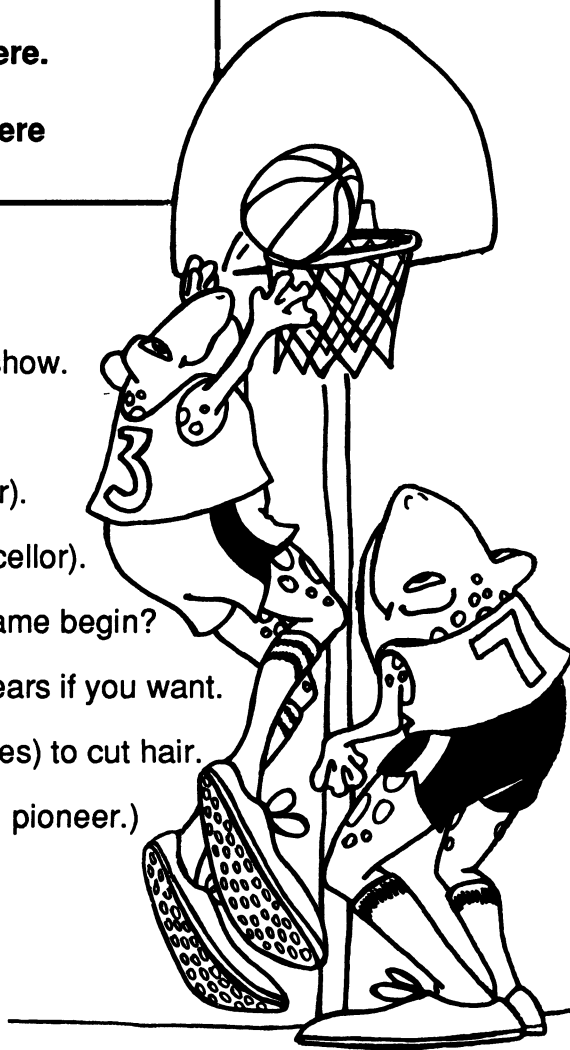
Examples: color tiger sugar

The **ir** sound can be spelled **ear, eer, ier, or ere**.

Examples: appear career pierce reverse

Underline the correct spelling.

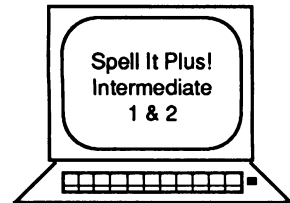
- a) It costs a (doller, dollar, dollor) to get into the show.
- b) Sara is (fearful, feerful, fereful) of the dark.
- c) All the ships are in the (harbar, harber, harbor).
- d) There's a box of apples in the (celler, cellar, cello).
- e) What time will the (soccar, soccer, soccor) game begin?
- f) The nurse will (peerce, pearce, pierce) your ears if you want.
- g) The barber has special (shears, sheers, sheres) to cut hair.
- h) My great-grandfather was a (pionier, pionear, pioneer.)



Use this code to finish the words: a = / e = J i = ☆ o = 2

col2 r	_____	sug/r	_____	drJ/ry	_____
flowJ r	_____	disappJ/r	_____	pol/r	_____
carJ/r	_____	hum2 r	_____	mJrly	_____
t☆J r	_____	sphJrJ	_____	anch2 r	_____

Name _____

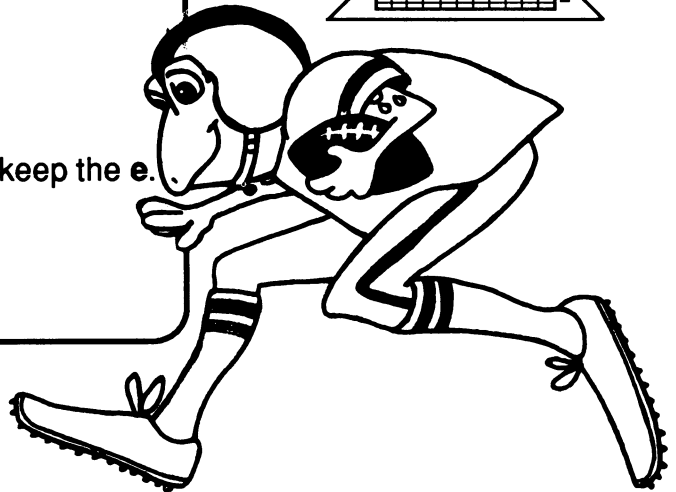


When a word ends in **silent e**, drop the **e** if the suffix begins with a vowel.

Example: arrive arrival

If the suffix begins with a consonant, keep the **e**.

Example: manage management

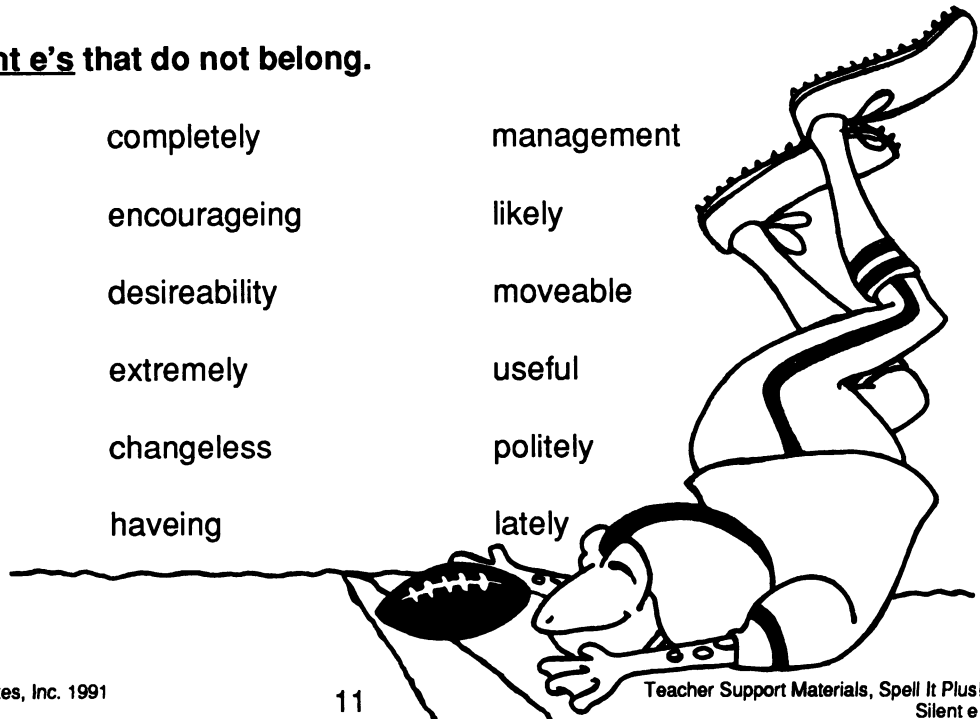


Rewrite each word, adding the suffix.

- | | |
|---------------------------|--------------------------|
| a) continue + ous = _____ | g) desire + able = _____ |
| b) hope + less = _____ | h) acute + ly = _____ |
| c) sincere + ly = _____ | i) become + ing = _____ |
| d) value + able = _____ | j) arrive + al = _____ |
| e) argue + ment = _____ | k) like + ness = _____ |
| f) immediate + ly = _____ | l) safe + ty = _____ |

Cross out the silent e's that do not belong.

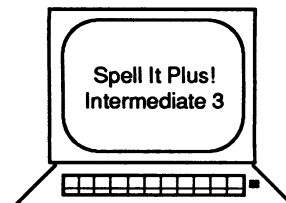
- | | | |
|-------------|---------------|------------|
| noticeing | completely | management |
| careless | encourageing | likely |
| arrangement | desireability | moveable |
| accuseing | extremely | useful |
| arriveal | changeless | politely |
| drizzleing | haveing | lately |



Name _____

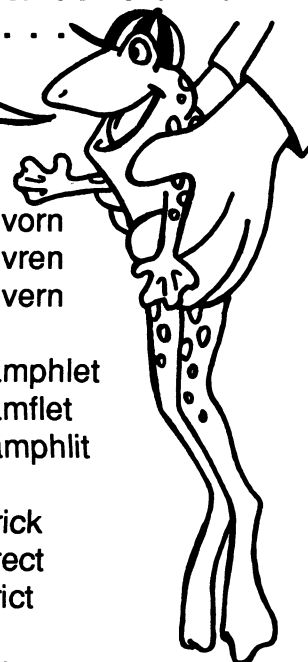
Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds.

Example: athlete has 2 syllables, not 3.



Find the letter in front of the correct spelling of each word and write it on the line at the bottom of the page to find the answer to the trivia question . . .

WHAT IS THE WORLD'S LARGEST LIVING BIRD?



a) N column
T collum
O colume

b) R droan
O drown
M droune

c) S govorn
T govren
R govern

d) B greive
T grieve
S greve

e) E lighthen
I ligten
H lighten

f) A pamphlet
C pamflet
O pamphlit

g) D particuler
F particular
U particular

h) F rhythum
G rythm
R rhythm

i) G strick
K strect
I strict

j) M curiose
C curious
P curius

k) A disaster
E desaster
O dissaster

l) T entrense
D intranse
N entrance

m) R explane
O explain
S explan

n) D hinnder
E hindre
S hinder

o) C pernounce
T pronounce
H pronounce

p) N speek
P speake
R speak

q) E tought
O thout
I thought

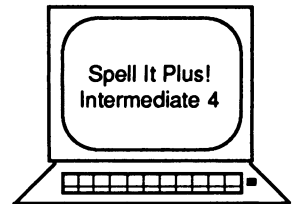
r) C threw
L threwe
K trew

s) N speach
H speech
O speche

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l)

(m) (n) (o) (p) (q) (r) (s)

Name _____



The **oi** sound can be spelled **oi**, as in **poison**,
or **oy**, as in **voyage**.

Using the number code below, decode each partial word; then add **oi**
or **oy** to complete each word.

a) 5 13 16 12 _____ 5 18

h) 12 _____ 1 12

b) 18 5 10 _____ 3 5

i) 22 _____ 4

c) 13 _____ 19 20 5 14

j) 1 16 16 _____ 14 20

d) 18 _____ 1 12 20 25

k) 2 _____ 3 15 20 20

e) 4 5 3 _____

l) _____ 19 20 5 18

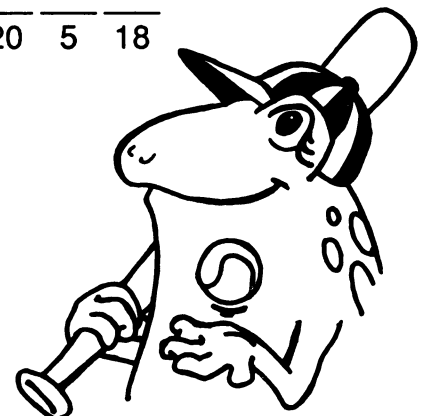
f) 5 24 16 12 _____ 20

m) 1 14 _____ 14 20

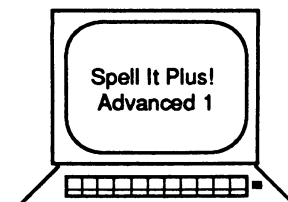
g) 16 _____ 19 5

n) 12 _____ 20 5 18

A = 1	B = 2	C = 3	D = 4	E = 5
I = 9	J = 10	L = 12	M = 13	N = 14
O = 15	P = 16	R = 18	S = 19	T = 20
U = 21	V = 22	W = 23	X = 24	Y = 25



Name _____



Use **i before e**, except after **c**.

Examples: achieve quotient receive

Unscramble the words below and add them to the story.

Sweet Sue gave a (a) _____ as her (b) _____ uncle, Vile Vic, entered the room. "You cannot (c) _____ me," he smirked. "It is my (d) _____ you have the deed to the (e) _____ of land I want, and I'll (f) _____ you of it right now."

"No", Sweet Sue cried. "Even if you keep this house under (g) _____ all week, I'll never (h) _____!"

Just then Daring Darryl ran in, jumping in front of Sweet Sue to (i) _____ her. "What (j) _____ is this?" he demanded, in a (k) _____ tone. "Is this how you treat your own (l) _____? You'll never (m) _____ your plan now." He turned to Sweet Sue. "To be (n) _____, my (o) _____ reason for coming here tonight was to ask if you will (p) _____ my hand in marriage."

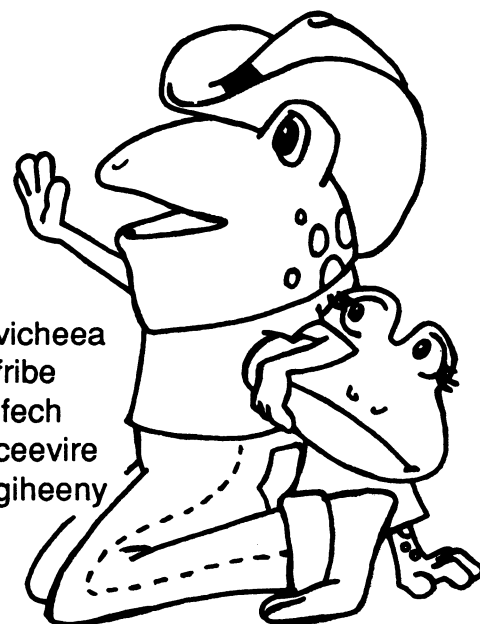
"Thanks for the offer," Sue replied, "But I'm planning a career in dental (q) _____."

Word List:

- a) krishe
- b) diishenf
- c) ceevide
- d) fleebi
- e) ecpie
- f) vleeirie

- g) geesi
- h) diley
- i) lished
- j) ismifche
- k) reecif
- l) eenic

- m) vicheea
- n) fribe
- o) ifech
- p) ceevire
- q) giheeny



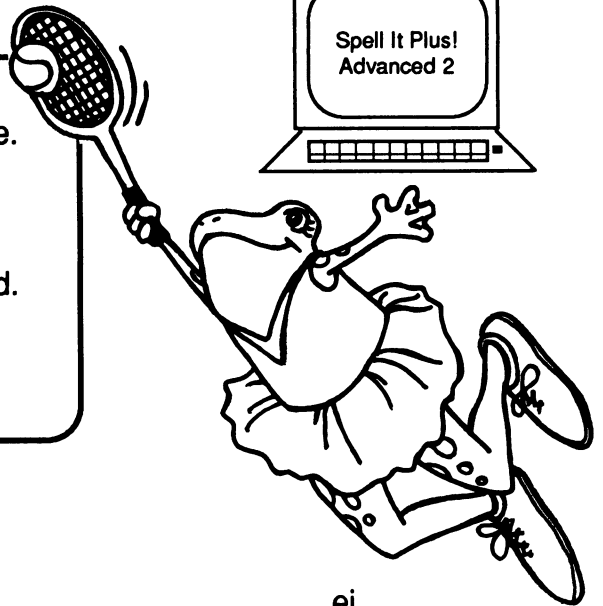
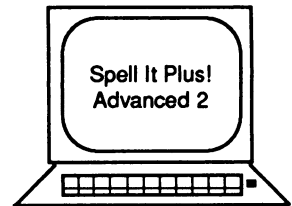
Name _____

There are exceptions to the **i before e** rule.

Examples: leisure neither

Use **ei** when the word has a long **a** sound.

Examples: freight weight



Identify the words from their definitions.

a) a cart on runners used on ice or snow

_____ ei _____

b) measurement from top to bottom

_____ ei _____

c) not one or the other

_____ ei _____

d) to take hold of suddenly

_____ ei _____

e) strange, mysterious or fantastic

_____ ei _____

f) having to do with other countries

_____ ei _____

g) a pale brown color

_____ ei _____

h) goods carried on a train, truck, ship or aircraft

_____ ei _____

i) a piece of material worn over the head and shoulders

_____ ei _____

j) sound that a horse makes

_____ ei _____

k) free time in which to relax or play

_____ ei _____

l) to measure how heavy a thing is

_____ ei _____

m) a person who will inherit someone's property

_____ ei _____

Name _____

Spell It Plus!
Advanced 3

When **final y** is preceded by a consonant, change the **y** to **i** before adding a suffix, unless the suffix begins with **i**.

Example: carry carried carrying

Add two of the endings in the box to each word. Use each ending at least once. Be sure you are making a real word.

a) accompany b) busy c) carry

d) lively e) simplify f) friendly g) likely

h) foamy i) personify j) ready k) tidy

Endings

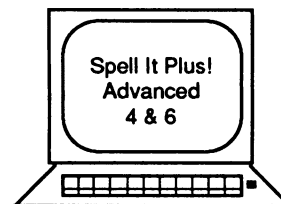
ing
ed
ness
es
er
hood

Make these words plural.

enemy _____ company _____ policy _____

family _____ mercy _____ gypsy _____

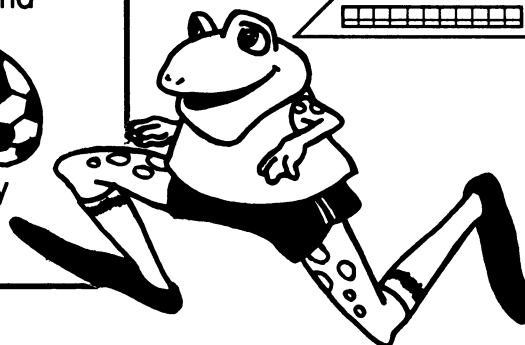
Name _____



Most words that end with the **seed** sound are spelled **cede**.

Examples: recede concede

Many words have no specific rule! They must just be memorized.



Find the correct spelling of each word and put the letter in front of it on the line below to answer the trivia question.

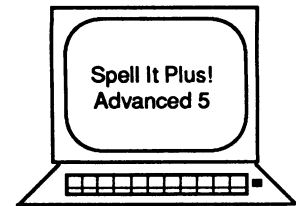
- | | | |
|-------------------------|----------------------|----------------------|
| a) T accede | R aceede | U acceed |
| b) E anticedent | H antecedent | R antecident |
| c) I sede | A ceede | E cede |
| d) P excede | M ecsede | S exceed |
| e) I procede | A proceed | E proseed |
| f) G chocolat | F chocolate | H chocoklat |
| g) M commitee | I comittee | E committee |
| h) S curteous | T courteous | C corteous |
| i) X desappoint | Y disappoint | S disapoint |
| j) E lonelyness | T lonliness | P loneliness |
| k) I fascinating | N fastenating | O fascenating |
| l) O buraue | D buerau | N bureau |

WHAT DID WALTER HUNT INVENT IN 1849?

- | | | |
|-------------------------|---------------------|----------------------|
| a) A pracession | T procession | R procetion |
| b) H mischievous | I mischivous | P mischeivous |
| c) A mortague | R mortauge | E mortgage |
| d) W parellel | Z parallel | M paralel |
| e) I secede | E seseed | O seceed |
| f) P privilege | O privalege | Y privelige |
| g) I succsede | P succeed | T sucseed |
| h) A prolably | O probbley | E probably |
| i) N reccomend | R recommend | T recommand |

WHAT DID W.L. JUDSON INVENT IN 1896?

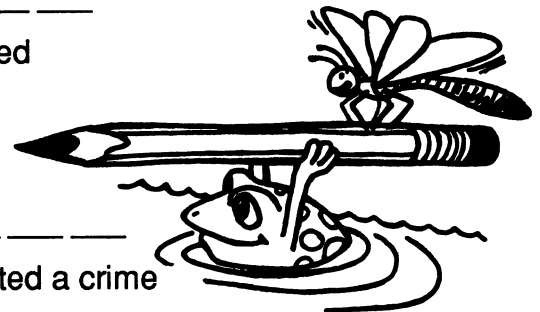
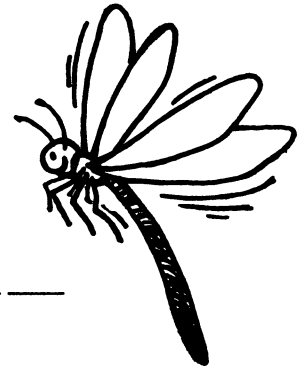
Name _____



A neutral vowel with r sound which usually appears in an unstressed syllable can be spelled ar, er, ir, or, or ur.

Fill in the blanks to find the word that goes with each definition. Each word ends with ar, er, ir, or, or ur.

- a) person elected to run a state g _____
- b) a learned student s _____
- c) half of a school year s _____
- d) person riding in a vehicle, boat or plane p _____
- e) a thief b _____
- f) imaginary line around the center of the earth e _____
- g) icebox r _____
- h) small machine that solves math problems
c _____
- i) strong and well-built m _____
- j) only one; unique s _____
- k) person from another country f _____
- l) an unmarried man b _____
- m) a coffee maker p e _____
- n) the person who held a position before p r e _____
- o) sour liquid used in cooking v _____
- p) part of a car engine in which the gas and air are mixed
c _____
- q) speak in a low voice m u _____
- r) a supervisor or manager d _____
- s) one who tries to prove in court that a person committed a crime
p r _____
- t) part of a car that cools the engine with water r _____



Name _____



The **sh** sound can be spelled with **ti**, **ci**, or **si**.

Examples: reception conscious
 expansion

Add **ti**, **ci**, or **si** to complete all the words in both the sentences and word list. Select any adjective from the word list and fill in the blank. Finish each sentence in your own words.

- a) An **abbrevia__on** could be _____ if . . .
_____.
- b) An **ambi__on** could be _____ if . . .
_____.
- c) A **descrip__on** could be _____ if . . .
_____.
- d) A **dieti__an** could be _____ if . . .
_____.
- e) A **distinc__on** could be _____ if . . .
_____.
- f) An **exemp__on** could be _____ if . . .
_____.
- g) An **expan__on** could be _____ if . . .
_____.
- h) A **fa__al** could be _____ if . . .
_____.
- i) A **musi__an** could be _____ if . . .
_____.
- j) A **recep__on** could be _____ if . . .
_____.

Word List:

artifi__al

benefi__al

cons__ous

cru__al

gra__ous

pre__ous

spa__ous

spa__al

substan__al

vi__ous

Name _____



Double the final consonant when adding a suffix if the word has only one syllable or if the last syllable is accented.

Example: begin beginner

Find the correct word from the list below to answer each question with a complete sentence. You must add an appropriate suffix to each word you use.

- a) How did you feel about his exoneration?
_____.
- b) What would improve your existence?
_____.
- c) Should a person ever consider divulging a secret?
_____.
- d) Should education be regulated by the government ?
_____.
- e) When did the incident take place?
_____.
- f) Will we need an invitation to gain entry to the party?
_____.
- g) Were they attending to the instructions?
_____.
- h) Which is the chosen date for the banquet?
_____.
- i) Did he win by goading his horse?
_____.
- j) Which magazine was she alluding to?
_____.
- k) Do you think they profited from the experience?
_____.
- l) What did you think of the deal he proposed?
_____.
- m) Was a name deleted from this list by mistake?
_____.

Word List:

acquit
listen
refer
spur

glad
prefer
control

omit
benefit
offer

admit
occur
reveal

Name _____



When using the prefixes **dis** and **un**,
do not change the spelling of the root word.

Example: agree disagree

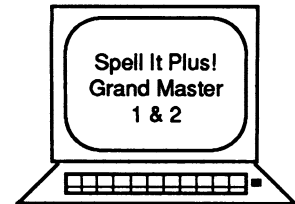
Add the prefix dis or un to all the words in both the sentences and word list. Be sure to choose the correct prefix for each word. Then use one word from the word list to write your own ending for each sentence.

- a) They left the house ____ guarded _____
_____.
- b) The judges had to ____ qualify her entry _____
_____.
- c) Their two personalities were so ____ similar _____
_____.
- d) His successor was still ____ named _____
_____.
- e) Her family had become used to her ____ ability _____
_____.
- f) The house was in a state of ____ array _____
_____.
- g) She was sorry to ____ illusion him _____
_____.
- h) He felt ____ satisfied with his work _____
_____.
- i) His reputation was ____ equaled _____
_____.
- j) She seemed to be ____ conscious _____
_____.

Word List:

____ necessary	____ honor	____ approve
____ known	____ agree	____ natural
____ courage	____ moved	____ earned
____ common		

Name _____



The **k** and **g** sounds are usually followed by **ant** or **ance** endings, as in **elegant** and **elegance**.

The **s** and **j** sounds are usually followed by **ent** or **ence** endings, as in **magnificent** and **magnificence**.

Circle the correct spelling of each word.

- | | | |
|---|--|--|
| a) elegant
ellegant
eligant
elegant | b) magnificent
magnifacent
magnifiscent
magnifisent | c) signifificant
significant
signeficent
signficent |
| d) absence
abense
absance
abcense | e) adolecents
adolesence
adolescence
adolesents | f) intellegent
intelligent
inteligant
inteligant |
| g) arogant
arrogent
arragent
arrogant | h) referance
reference
referrence
referanse | i) brilliont
brillient
brilliant
brilient |
| j) abstinance
abstinence
abstanence
abstenance | k) diligent
deligent
diligient
dilligent | l) nigligent
negligent
neglagant
neglegant |
| m) distrubance
disturbence
desturbence
disturbance | n) floorescent
fluoresent
florescint
fluorescent | o) innacence
innocence
inocence
innocense |
| p) insistint
insistint
insistent
incistent | q) performance
performense
perfourmance
performance | r) extravigant
extravegent
extravagant
extravegant |
| s) divergant
divergent
devirgent
devergant | t) complience
complyance
compliant
compliance | u) tolerent
tollerant
tolerant
tolerient |

Name _____



The **able** suffix is used more often than the **ible** suffix.
The **s** and **j** sounds are usually followed by **ible**.

Examples: irritable legible accessible

Write each word with the correct ending (-ible or -able). Write 16 sentences using at least two of the words per sentence.

- | | | |
|------------------|-------------------|-------------------|
| a) accept _____ | b) access _____ | c) admir _____ |
| d) admiss _____ | e) avail _____ | f) contempt _____ |
| g) convert _____ | h) digest _____ | i) dispos _____ |
| j) elig _____ | k) excit _____ | l) incred _____ |
| m) inevit _____ | n) irresist _____ | o) irrit _____ |
| p) leg _____ | q) permiss _____ | r) plaus _____ |
| s) respons _____ | t) suscept _____ | |

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____
- 13) _____
- 14) _____
- 15) _____
- 16) _____

Answer Key

Page Seven

a) eighty b) eighteen c) eighth d) fifteen
e) fiftieth f) fifty g) forty h) fourteen i) fourth
j) nineteenth k) ninety l) ninetieth

Page Eight

Answers will vary.

Page Nine

Answers will vary.

Page Ten

a) dollar b) fearful c) harbor d) cellar e) soccer
f) pierce g) shears h) pioneer **Bottom:** color,
flower, career, tier, sugar, disappear, humor,
sphere, dreary, polar, merely, anchor

Page Eleven

a) continuous, desirable b) hopeless, acutely
c) sincerely, becoming d) valuable, arrival
e) argument, likeness f) immediately, safety
Bottom: noticing, encouraging, desirability,
movable, accusing, arrival, drizzling, having

Page Twelve

NORTH AFRICAN OSTRICH

Page Thirteen

a) employer b) rejoice c) moisten d) royalty
e) decoy f) exploit g) poise h) loyal i) void
j) appoint k) boycott l) oyster m) anoint
n) loiter

Page Fourteen

a) shriek b) fiendish c) deceive d) belief
e) piece f) relieve g) siege h) yield
i) shield j) mischief k) fierce l) niece
m) achieve n) brief o) chief p) receive
q) hygiene

Page Fifteen

a) sleigh b) height c) neither d) seize e) weird
f) foreign g) beige h) freight i) veil j) neigh
k) leisure l) weigh m) heir

Page Sixteen

Top: Answers can vary.

Add Plurals: enemies, families, companies,
mercies, policies, gypsies

Page Seventeen

Top: The safety pin **Bottom:** The zipper

Page Eighteen

a) governor b) scholar c) semester
d) passenger e) burglar f) equator
g) refrigerator h) calculator i) muscular
j) singular k) foreigner l) bachelor
m) percolator n) predecessor o) vinegar
p) carburetor q) murmur r) director
s) prosecutor t) radiator

Page Nineteen

a) abbreviation b) ambition c) description
d) dietician e) distinction f) exemption
g) expansion h) facial i) musician
j) reception **Word List:** artificial, beneficial,
conscious, crucial, gracious, precious, spacious,
spatial, substantial, vicious
Endings for sentences will vary.

Page Twenty

a) acquittal b) gladden c) revealing
d) controlled e) occurrence f) admittance
g) listening h) preferred i) spurring j) referring
k) benefited l) offered m) omitted
Answers will vary on sentences.

Page Twenty-One

a) unguarded b) disqualify c) dissimilar
d) unnamed e) disability f) disarray
g) disillusion h) dissatisfied i) unequaled
j) unconscious **Word list:** unnecessary, dis-
honor, disapprove, unknown, disagree, unnatural,
discourage, unmoved, unearned, uncommon
Endings for sentences will vary.

Page Twenty-Two

a) elegant b) magnificent c) significant
d) absence e) adolescence f) intelligent
g) arrogant h) reference i) brilliant
j) abstinence k) diligent l) negligent
m) disturbance n) fluorescent o) innocence
p) insistent q) performance r) extravagant
s) divergent t) compliance u) tolerant

Page Twenty-Three

a) acceptable b) accessible c) admirable
d) admissible e) available f) contemptible
g) convertible h) digestible i) disposable
j) eligible k) excitable l) incredible m) inevitable
n) irresistible o) irritable p) legible
q) permissible r) plausible s) responsible
t) susceptible
Answers for sentences will vary.