

## Chapter 14

# Spelling and Vocabulary

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### 14.1 SPELLING RULES CCSS L.6.2b

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English spelling often seems to make no sense. Usually there are historical reasons for the spellings we use today, but you don't need to study the history of the English language to spell correctly. The rules in this section work most of the time, but there are exceptions to every rule. When you're not sure how to spell a word, the best thing to do is check a dictionary.

#### Spelling *ie* and *ei*

An easy way to learn when to use *ie* and when to use *ei* is to memorize a simple rhyming rule. Then learn the common exceptions to the rule.

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RULE	EXAMPLES
WRITE / BEFORE <i>E</i>	achieve, believe, brief, chief, die, field, friend, grief, lie, niece, piece, pier, quiet, retrieve, tie, yield
EXCEPT AFTER <i>C</i>	ceiling, conceit, conceive, deceit, deceive, receipt, receive
OR WHEN SOUNDED LIKE <i>A</i> , AS IN <i>NEIGHBOR</i> AND <i>WEIGH</i> .	eight, eighty, freight, neigh, reign, sleigh, veil, vein, weigh, weight

**Some exceptions:** caffeine, either, foreign, forfeit, height, heir, leisure, neither, protein, seize, species, their, weird; words ending in *cient* (*ancient*) and *cience* (*conscience*); plurals of nouns ending in *cy* (*democracies*); the third-person singular form of verbs ending in *cy* (*fancies*); words in which *i* and *e* follow *c* but represent separate sounds (*science, society*)

### Words Ending in *cede*, *ceed*, and *sede*

The only English word ending in *sede* is *supersede*. Three words end in *ceed*: *proceed*, *exceed*, and *succeed*. You can remember these three words by thinking of the following sentence.

**EXAMPLE** If you **proceed** to **exceed** the speed limit, you will **succeed** in getting a ticket.

All other words ending with the “seed” sound are spelled with *cede*: *precede*, *recede*, *secede*.

## Adding Prefixes

Adding prefixes is easy. Keep the spelling of the root word and add the prefix. If the last letter of the prefix is the same as the first letter of the word, keep both letters.

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un- + happy = unhappy	co- + operate = cooperate
dis- + appear = disappear	il- + legal = illegal
re- + enlist = reenlist	un- + natural = unnatural
mis- + spell = misspell	im- + migrate = immigrate

## Adding Suffixes

When you add a suffix beginning with a vowel, double the final consonant if the word ends in a **single consonant following a single vowel** *and*

- the word has one syllable

mud + -y = muddy	sad + -er = sadder
put + -ing = putting	stop + -ed = stopped

- the word is stressed on the last syllable and the stress remains on the same syllable after the suffix is added

occur + -ence = occurrence	repel + -ent = repellent
regret + -able = regrettable	commit + -ed = committed
begin + -ing = beginning	refer + -al = referral

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Don't double the final letter if the word ends in *s*, *w*, *x*, or *y*: *buses*, *rowing*, *waxy*, *employer*.

Don't double the final consonant before the suffix *-ist* if the word has more than one syllable: *druggist* but *violinist*, *guitarist*.

Adding suffixes to words that end in *y* can cause spelling problems. Study these rules and note the exceptions.

**When a word ends in a vowel and *y*, keep the *y*.**

play + -s = plays	joy + -ous = joyous
obey + -ed = obeyed	annoy + -ance = annoyance
buy + -ing = buying	enjoy + -ment = enjoyment
employ + -er = employer	enjoy + -able = enjoyable
joy + -ful = joyful	boy + -ish = boyish
joy + -less = joyless	coy + -ly = coyly

**SOME EXCEPTIONS:** gay + -ly = gaily, day + -ly = daily, pay + -d = paid, lay + -d = laid, say + -d = said

**When a word ends in a consonant and *y*, change the *y* to *i* before any suffix that doesn't begin with *i*. Keep the *y* before suffixes that begin with *i*.**

carry + -es = carries	deny + -al = denial
dry + -ed = dried	rely + -able = reliable
easy + -er = easier	mercy + -less = merciless
merry + -ly = merrily	likely + -hood = likelihood
happy + -ness = happiness	accompany + -ment = accompaniment
beauty + -ful = beautiful	carry + -ing = carrying
fury + -ous = furious	baby + -ish = babyish
defy + -ant = defiant	lobby + -ist = lobbyist
vary + -ation = variation	

**SOME EXCEPTIONS:** shy + -ly = shyly, dry + -ly = dryly, shy + -ness = shyness, dry + -ness = dryness, biology + -ist = biologist, economy + -ist = economist, baby + -hood = babyhood

Usually a **final silent e** is dropped before a suffix, but sometimes it's kept. The following chart shows the basic rules for adding suffixes to words that end in silent e.

### ADDING SUFFIXES TO WORDS THAT END IN SILENT E

RULE	EXAMPLES
Drop the e before suffixes that begin with a vowel.	care + -ed = cared dine + -ing = dining move + -er = mover type + -ist = typist blue + -ish = bluish arrive + -al = arrival desire + -able = desirable accuse + -ation = accusation noise + -y = noisy
<b>Some exceptions</b>	mile + -age = mileage dye + -ing = dyeing
Drop the e and change <i>i</i> to <i>y</i> before the suffix <i>-ing</i> if the word ends in <i>ie</i> .	die + -ing = dying lie + -ing = lying tie + -ing = tying
Keep the e before suffixes that begin with <i>a</i> and <i>o</i> if the word ends in <i>ce</i> or <i>ge</i> .	dance + -able = danceable change + -able = changeable courage + -ous = courageous
Keep the e before suffixes that begin with a vowel if the word ends in <i>ee</i> or <i>oe</i> .	see + -ing = seeing agree + -able = agreeable canoe + -ing = canoeing hoe + -ing = hoeing
<b>Some exceptions</b>	free + -er = freer free + -est = freest
Keep the e before suffixes that begin with a consonant.	grace + -ful = graceful state + -hood = statehood like + -ness = likeness encourage + -ment = encouragement care + -less = careless sincere + -ly = sincerely

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Adding Suffixes to Words That End in Silent *e*, *continued*

RULE	EXAMPLES
<b>Some exceptions</b>	awe + -ful = awful judge + -ment = judgment argue + -ment = argument true + -ly = truly due + -ly = duly whole + -ly = wholly
Drop <i>le</i> before the suffix <i>-ly</i> when the word ends with a consonant and <i>le</i> .	possible + -ly = possibly sniffle + -ly = sniffly sparkle + -ly = sparkly gentle + -ly = gently

**When a word ends in *ll*, drop one *l* when you add the suffix *-ly*.**

dull + -ly = dully	full + -ly = fully
chill + -ly = chilly	hill + -ly = hilly

## Compound Words

**Keep the original spelling of both parts of a compound word.**

Remember that some compounds are one word, some are two words, and some are hyphenated. Check a dictionary when in doubt.

foot + lights = footlights	fish + hook = fishhook
busy + body = busybody	with + hold = withhold
book + case = bookcase	book + keeper = bookkeeper
light + house = lighthouse	heart + throb = heartthrob

## Spelling Plurals

**A singular noun names one person, place, thing, or idea. A plural noun names more than one. To form the plural of most nouns, you simply add *-s*. The following chart shows other basic rules.**

## GENERAL RULES FOR FORMING PLURALS

NOUNS ENDING IN	TO FORM PLURAL	EXAMPLES
<i>ch, s, sh, x, z</i>	Add -es.	lunch → lunches bus → buses dish → dishes box → boxes buzz → buzzes
a vowel and <i>y</i>	Add -s.	boy → boys turkey → turkeys
a consonant and <i>y</i>	Change <i>y</i> to <i>i</i> and add -es.	baby → babies penny → pennies
a vowel and <i>o</i>	Add -s.	radio → radios rodeo → rodeos
a consonant and <i>o</i>	Usually add -es.	potato → potatoes tomato → tomatoes hero → heroes echo → echoes
	Sometimes add -s.	zero → zeros photo → photos piano → pianos
<i>f</i> or <i>fe</i>	Usually change <i>f</i> to <i>v</i> and add -s or -es.	wife → wives knife → knives life → lives leaf → leaves half → halves shelf → shelves wolf → wolves thief → thieves
	Sometimes add -s.	roof → roofs chief → chiefs cliff → cliffs giraffe → giraffes

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The plurals of **proper names** are formed by adding **-es** to names that end in *ch, s, sh, x, or z*.

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- EXAMPLE** The **Woodriches** live on Elm Street.  
**EXAMPLE** There are two **Jonases** in our class.  
**EXAMPLE** Have you met your new neighbors, the **Gomezes**?

Just add **-s** to form the plural of all other proper names, including those that end in *y*.

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- EXAMPLE** The **Kennedys** are a famous American family.  
**EXAMPLE** I know three **Marys**.  
**EXAMPLE** The last two **Januarys** have been especially cold.

To form the plural of a **compound noun written as one word**, follow the general rules for plurals. To form the plural of **hyphenated compound nouns or compound nouns of more than one word**, usually make the most important word plural.

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- EXAMPLE** A dozen **mailboxes** stood in a row at the entrance to the housing development.  
**EXAMPLE** The two women's **fathers-in-law** have never met.  
**EXAMPLE** The three **post offices** are made of brick.

Some nouns have **irregular plural forms** that don't follow any rules.

---

man → men  
 woman → women  
 child → children  
 foot → feet  
 tooth → teeth  
 mouse → mice  
 goose → geese  
 ox → oxen

Some nouns have the same singular and plural forms. Most of these are the names of animals, and some of the plural forms may be spelled in more than one way.

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deer → deer

sheep → sheep

head (cattle) → head

Sioux → Sioux

series → series

species → species

fish → fish *or* fishes

antelope → antelope *or* antelopes

buffalo → buffalo *or* buffaloes *or* buffalos

### **PRACTICE** Spelling Rules

*Find the misspelled word in each group and write it correctly.*

1. piece, ceiling, wierd
2. fatest, sitter, recurring
3. boxes, oxes, foxes
4. concede, recede, procede
5. obeyed, fryed, enjoyed
6. Februarys, Aldrichs, Sallys
7. shoveing, crying, poised
8. bedroom, handhold, lifline
9. brunchs, crannies, leaves
10. dissappoint, impossible, unnecessary

## **14.2 IMPROVING YOUR SPELLING** CCSS L.6.2b

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You can improve your spelling by improving your study method. You can also improve your spelling by thoroughly learning certain common but frequently misspelled words.

## HOW TO STUDY A WORD

By following a few simple steps, you can learn to spell new words. Pay attention to unfamiliar or hard-to-spell words in your reading. As you write, note words that you have trouble spelling. Then use the steps below to learn to spell those difficult words.

### 1. Say It

Look at the word and say it aloud. Say it again, pronouncing each syllable clearly.

### 2. See It

Close your eyes. Picture the word in your mind. Visualize the word letter by letter.

### 3. Write It

Look at the word again and write it two or three times. Then write the word without looking at the printed spelling.

### 4. Check It

Check your spelling. Did you spell the word correctly? If not, repeat each step until you can spell the word easily.

Get into the habit of using a dictionary to find the correct spelling of a word. How do you find a word if you can't spell it? Write down letters and letter combinations that could stand for the sound you hear at the beginning of the word. Try these possible spellings as you look for the word in a dictionary.

## SPELLING PROBLEM WORDS

The following words are often misspelled. Look for your problem words in the list. What words would you add to the list?

### Often Misspelled Words

absence	cemetery	February
accidentally	changeable	foreign
accommodate	choir	forty
achievement	college	fulfill
adviser	colonel	funeral
alcohol	commercial	genius
all right	convenient	government
analyze	courageous	grammar
answer	curiosity	guarantee
athlete	definite	height
attendant	descend	humorous
ballet	develop	hygiene
beautiful	discipline	imaginary
beginning	disease	immediate
believe	dissatisfied	incidentally
beneficial	eligible	incredibly
blaze	embarrass	jewelry
business	envelope	judgment
cafeteria	environment	laboratory
canceled	essential	leisure
canoe	familiar	library

Often Misspelled Words, *continued*

license	parallel	sense
maintenance	permanent	separate
medicine	physical	similar
mischievous	physician	sincerely
misspell	picnic	souvenir
modern	pneumonia	succeed
molasses	privilege	technology
muscle	probably	theory
necessary	pronunciation	tomorrow
neighborhood	receipt	traffic
niece	receive	truly
ninety	recognize	unanimous
noticeable	recommend	usually
nuisance	restaurant	vacuum
occasion	rhythm	variety
original	ridiculous	various
pageant	schedule	Wednesday

**PRACTICE** Spelling Problem Words

*Find each misspelled word and write it correctly.*

1. Only fourty people attended the ballay.
2. Bad hygene can spread desease.
3. His advizer memorizes humerous poems.
4. The genyus was admitted to collige at the age of six.
5. I remain disatisfied with the schejule.
6. Her mischevous antics are truly rediculus.
7. If I had more lesure, I would probably join a quire.
8. We usually pack a veriety of picnick items.
9. The traffic was incredibly heavy last Wensday.
10. I did not recieve a receipt from the attendent.

## 14.3 USING CONTEXT CLUES

The surest way to learn the meaning of a new word is to use a dictionary. However, you won't always have a dictionary handy. You can often figure out the meaning of an unfamiliar word by looking for clues in the words and sentences around it. These surrounding words and sentences are called the context.

### USING SPECIFIC CONTEXT CLUES

Writers often give clues to the meaning of unfamiliar words. Sometimes they even tell you exactly what a word means. The following chart shows five types of specific context clues. It also gives examples of words that help you identify the type of context clue.

#### INTERPRETING CLUE WORDS IN CONTEXT

TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLES
<p><b>Definition</b> The meaning of the unfamiliar word is given in the sentence.</p>	<p>in other words or that is which is which means</p>	<p>Jamake <i>inscribed</i> his name; <b>that is</b>, he wrote his name on the card. Jaleesa put the wet clay pot in the <i>kiln</i>, <b>or</b> oven, to harden.</p>
<p><b>Example</b> The meaning of the unfamiliar word is explained through familiar examples.</p>	<p>for example for instance including like such as</p>	<p>Some people are afraid of <i>arachnids</i>, <b>such as</b> spiders and ticks. The new program has been <i>beneficial</i> for the school; <b>for example</b>, test scores are up, and absences are down.</p>

*chart continued on next page*

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Interpreting Clue Words in Context, *continued*

TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLES
<p><b>Comparison</b></p> <p>The unfamiliar word is compared to a familiar word or phrase.</p>	<p>also</p> <p>identical</p> <p>like</p> <p>likewise</p> <p>resembling</p> <p>same</p> <p>similarly</p> <p>too</p>	<p>Maria thought the dress was <i>gaudy</i>. Lisa, <b>too</b>, thought it was flashy.</p> <p>A <i>rampant</i> growth of weeds and vines surrounded the old house. The barn was <b>likewise</b> covered with uncontrolled and wild growth.</p>
<p><b>Contrast</b></p> <p>The unfamiliar word is contrasted to a familiar word or phrase.</p>	<p>but</p> <p>however</p> <p>on the contrary</p> <p>on the other hand</p> <p>unlike</p>	<p>Robins are <i>migratory</i> birds, <b>unlike</b> sparrows, which live in the same region all year round.</p> <p>Martin didn't <i>bungle</i> the arrangements for the party; <b>on the contrary</b>, he handled everything smoothly and efficiently.</p>
<p><b>Cause and effect</b></p> <p>The unfamiliar word is explained as part of a cause-and-effect relationship.</p>	<p>as a result</p> <p>because</p> <p>consequently</p> <p>therefore</p> <p>thus</p>	<p><b>Because</b> this rubber raft is so <i>buoyant</i>, it will float easily.</p> <p>Kevin is very <i>credulous</i>; <b>consequently</b>, he'll believe almost anything.</p>

**USING GENERAL CONTEXT**

Sometimes there are no special clue words to help you understand an unfamiliar word. However, you can still use the general context. That is, you can use the details in the words or sentences around the unfamiliar word. Read the following sentences:

Joel was chosen student **liaison** to the faculty. Everyone hoped his appointment would improve communication between the students and the teachers.

The first sentence tells you that Joel is serving as a kind of connection between the students and the faculty. The word *communication* helps you figure out that being a liaison means acting as a line of communication between two groups.

### **PRACTICE** Using Context Clues

Use context clues to figure out the meaning of the italicized word. Write the meaning. Then write definition, example, comparison, contrast, cause and effect, or general to tell what type of context clue you used to define the word.

1. Meredith was *ecstatic* about her performance; Milly, on the other hand, was bitterly disappointed.
2. Because clouds had *obscured* the sky all day, we feared we would not get to view the eclipse.
3. The police arrived to quiet down the *clamor* at the party across the street.
4. Like an over-inflated balloon, the *obese* pig waddled out of its pen.
5. The castaway had not shaved for two years; consequently, his beard was extremely *scraggly*.
6. The captain stood at the *helm*, which is the big wheel used for steering, as the tall ship left the harbor.
7. People had said that Miss Brill never cracked a smile, but we found her quite *jovial*.
8. Our club contributes money to *benevolent* causes, such as food programs, homeless shelters, hospitals, and international aid organizations.
9. He is so *loquacious* that you will be lucky to get a word in edgewise.
10. The driver of the car was angry and aggressive; the motorcyclist was similarly *bellicose*.

## 14.4 ROOTS, PREFIXES, AND SUFFIXES

You can often figure out the meaning of an unfamiliar word by dividing it into parts. The main part of the word is called the root, and it carries the word's basic meaning. A root is often a word by itself. For example, *read* is a word. When a prefix or a suffix is added to it, *read* becomes a root, as in *unreadable*.

Prefixes and suffixes can be added to a root to change its meaning. A prefix is added to the beginning of a root. A suffix is added to the end of a root. A word can have both a prefix and a suffix: *un* + *read* + *able* = *unreadable*.

### ROOTS

The root of a word carries the main meaning. Some roots, like *read*, can stand alone. Other roots may have parts added to make a complete word. For example, the root *port* (“carry”) by itself is a place to which ships carry goods. Combined with a prefix, it can become *report*, *depart*, or *transport*. Add a suffix and you can get *reporter*, *department*, or *transportation*.

Learning the meanings of common roots can help you figure out the meanings of many unfamiliar words. The following chart shows some common roots.

## ROOTS

ROOTS	WORDS	MEANINGS
<i>bio</i> means "life"	biography	a written story of a person's life
	biosphere	the part of the atmosphere where living things exist
<i>dec</i> or <i>deca</i> means "ten"	decade	ten years
	decathlon	an athletic contest consisting of ten events
<i>dent</i> means "tooth"	dentist	a doctor who treats the teeth
	trident	a spear with three prongs, or teeth
<i>dict</i> means "to say"	dictionary	a book of words
	dictator	one who rules absolutely
	predict	to say before (something happens)
<i>duc</i> or <i>duct</i> means "to lead"	conductor	one who leads or directs
	produce	to bring into existence
<i>flect</i> or <i>flex</i> means "to bend"	flexible	able to bend
	reflect	to bend back (light)
<i>graph</i> means "to write" or "writing"	autograph	one's own signature
	biography	a written story of a person's life
<i>lect</i> means "speech"	lecture	a speech
	dialect	the speech of a certain region
<i>miss</i> or <i>mit</i> means "to send"	omit	to fail to send or include
	missile	something sent through the air or by mail
<i>phon</i> means "sound" or "voice"	phonograph	an instrument for playing sounds
	telephone	a device for transmitting voices over a distance
<i>port</i> means "to carry"	transport	to carry across a distance
	porter	one who carries baggage

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Roots, *continued*

ROOTS	WORDS	MEANINGS
<i>script</i> means "writing"	prescription	a written order for medicine
	postscript	a message added at the end of a letter
<i>spec</i> or <i>spect</i> means "to look" or "to watch"	spectator	one who watches
	inspect	to look closely
	prospect	to look for (mineral deposits)
<i>tele</i> means "distant"	telephone	a device for transmitting voices over a distance
	television	a device for transmitting pictures over a distance
<i>tri</i> means "three"	triathlon	an athletic contest consisting of three events
	tricycle	a three-wheeled vehicle
<i>vid</i> or <i>vis</i> means "to see"	vision	the ability to see
	videotape	a recording of visual images
<i>voc</i> or <i>vok</i> means "to call"	vocation	an inclination, or call, to a certain pursuit
	revoke	to recall or take back

**PREFIXES**

The following chart shows some prefixes and their meanings. Notice that some prefixes, such as *dis-*, *in-*, *non-*, and *un-*, have the same or nearly the same meaning. A single prefix may have more than one meaning. The prefix *in-*, for example, can mean "into," as in *inject*, as well as "not," as in *indirect*. The prefix *re-* can mean "again" or "back."

Note that *il-*, *im-*, *in-*, and *ir-* are variations of the same prefix. *Il-* is used before roots that begin with *l* (*illegal*); *im-* is used before roots that begin with *m* (*immature*); and *ir-* is used before roots that begin with *r* (*irregular*). *In-* is used before all other letters.

## PREFIXES

CATEGORIES	PREFIXES	WORDS	MEANINGS
<b>Prefixes that reverse meanings</b>	<i>de-</i> means "remove from" or "reduce"	defrost devalue	to remove frost to reduce the value of
	<i>dis-</i> means "not" or "do the opposite of"	disagreeable disappear	not agreeable to do the opposite of appear
	<i>in-</i> , <i>il-</i> , <i>im-</i> , and <i>ir-</i> mean "not"	incomplete illegal immature irregular	not complete not legal not mature not regular
	<i>mis-</i> means "bad," "badly," "wrong," or "wrongly"	misfortune misbehave misdeed misjudge	bad fortune to behave badly a wrong deed to judge wrongly
	<i>non-</i> means "not" or "without"	nonathletic nonfat	not athletic without fat
	<i>un-</i> means "not" or "do the opposite of"	unhappy untie	not happy to do the opposite of tie
<b>Prefixes that show relationship</b>	<i>co-</i> means "with," "together," or "partner"	coworker coexist coauthor	one who works with another to exist together an author who writes as a partner with another
	<i>inter-</i> means "between"	interscholastic	between schools
	<i>post-</i> means "after"	postseason	after the regular season
	<i>pre-</i> means "before"	preseason	before the regular season

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Prefixes, *continued*

CATEGORIES	PREFIXES	WORDS	MEANINGS
	<i>re-</i> means “back” or “again”	repay recheck	to pay back to check again
	<i>sub-</i> means “under” or “below”	submarine substandard	under the sea below standard
	<i>super-</i> means “more than”	superabundant	more than abundant
	<i>trans-</i> means “across”	transport	to carry across a distance
<b>Prefixes that show judgment</b>	<i>anti-</i> means “against”	antiwar	against war
	<i>pro-</i> means “in favor of”	progovernment	in favor of the government
<b>Prefixes that show number</b>	<i>bi-</i> means “two”	bicycle	a two-wheeled vehicle
	<i>semi-</i> means “half” or “partly”	semicircle semisweet	half a circle partly sweet
	<i>uni-</i> means “one”	unicycle	a one-wheeled vehicle

**SUFFIXES**

A suffix added to a word can change the word’s part of speech as well as its meaning. For example, adding the suffix *-er* to *read* (a verb) makes *reader* (a noun). Adding *-less* to *faith* (a noun) makes *faithless* (an adjective).

The following chart shows some common suffixes and their meanings. Notice that some suffixes, such as *-er*, *-or*, and *-ist*, have the same or nearly the same meaning. A single suffix may have more than one meaning. The suffix *-er*, for example, can also mean “more,” as in *bigger*.

## SUFFIXES

CATEGORIES	SUFFIXES	WORDS	MEANINGS
<b>Suffixes that mean “one who” or “that which”</b>	-ee, -eer	employee charioteer	one who is employed one who drives a chariot
	-er, -or	worker sailor	one who works one who sails
	-ian	physician	one who practices medicine (once called physic)
		musician	one who plays or studies music
	-ist	pianist chemist	one who plays the piano one who works in chemistry
<b>Suffixes that mean “full of” or “having”</b>	-ful	joyful suspenseful beautiful	full of joy full of suspense having beauty
	-ous	furios	full of fury
		famous courageous	having fame having courage
<b>Suffixes that show a state, a condition, or a quality</b>	-hood	falsehood	quality of being false
	-ness	happiness	state of being happy
	-ship	friendship	condition of being friends
<b>Suffixes that show an action or process or its result</b>	-ance, -ence	performance	action of performing
		conference	process of conferring
	-ation, -ion	flirtation	action of flirting
		invention	result of inventing
-ment	argument arrangement enjoyment	result of arguing result of arranging process of enjoying	

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Suffixes, *continued*

CATEGORIES	SUFFIXES	WORDS	MEANINGS
<b>Suffixes that mean “relating to,” “characterized by,” or “like”</b>	<i>-al</i>	musical comical	relating to music relating to comedy
	<i>-ish</i>	childish foolish	like a child like a fool
	<i>-y</i>	witty hairy	characterized by wit characterized by hair
<b>Other common suffixes</b>	<i>-able</i> and <i>-ible</i>	breakable collectible agreeable	capable of being broken fit for collecting likely to agree
	<i>-ize</i> means “to cause to be” or “to become”	visualize familiarize	to cause to be made visual to become familiar
	<i>-less</i> means “without”	hopeless careless	without hope done without care
	<i>-ly</i> means “in a (certain) manner”	easily sadly	in an easy manner in a sad manner

Notice that sometimes the spelling of a word changes when a suffix is added. For example, when *-ous* is added to *fury*, the *y* in *fury* changes to *i*. See pages 289–292 to learn more about spelling words with suffixes.

More than one suffix can be added to a single word. The following examples show how suffixes can change a single root word.

peace **[noun]**

peace + ful = peaceful **[adjective]**

peace + ful + ly = peacefully **[adverb]**

peace + ful + ness = peacefulness **[noun]**

## **PRACTICE** Roots, Prefixes, and Suffixes

*Divide the following words. Write their parts in three columns headed prefix, root, and suffix. In a fourth column, write another word that has the same prefix or the same suffix or both. Then write a definition for each word.*

1. reporter
2. predictable
3. interdental
4. ungrateful
5. biannual
6. submergible
7. coworker
8. misdirection
9. antidepressant
10. semidarkness