Adding a Suffix

Richard Lederer in his wonderful book, *Crazy English*, clearly demonstrates how American English can be so confusing to others. He says, "We park on driveways and drive on parkways. Our hamburger is not made out of ham. There is no grape in grapefruit and no pine or apple in pineapple. In what other language do you think your feet can smell and your nose can run?"


A typical unabridged dictionary lists about 500,000 words, and there are another 500,000 technical and scientific terms. By comparison, German has 185,000 words and French less than 100,000.

Ibid., p. 17

These quotations emphasize the dynamic nature of the English language—meaning our words and our vocabulary are always in the process of change. Words and definitions of established words are added to the vocabulary as technology changes. In addition, new words are made as affixes (prefixes and suffixes) are added to existing root words. This chapter reviews the formation of words as suffixes are added, presenting a number of guidelines that will help you correctly spell and use such words.

**Learning Goals**

Upon completing the lessons in Chapter 5, you should be able to:

✓ Add a suffix to root words correctly, following the briefing-by-rule principles.
✓ Add suffixes to root words that are not governed by the briefing-by-rule principles.
✓ Spell correctly all other words used in the specialized exercises.

**Rule 26:** When one-syllable words end with a single consonant preceded by a single vowel, double the final consonant when adding a suffix beginning with a vowel.

**Rule Analysis**

<table>
<thead>
<tr>
<th>TERMS</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The one-syllable word must end in a single consonant.</td>
<td>beg</td>
</tr>
<tr>
<td>B. The consonant must be preceded by a single vowel.</td>
<td>beg</td>
</tr>
<tr>
<td>C. The suffix to be added must begin with a vowel.</td>
<td>beg ar</td>
</tr>
</tbody>
</table>

**Briefing by Rule:** One-syllable words to which the rule is applicable

Underscore once the letters in the word corresponding with the terms of
the rule analysis. When briefing results in single underscoring throughout, the rule for doubling the final consonant is applicable.

<table>
<thead>
<tr>
<th>TERM A</th>
<th>TERM B</th>
<th>TERM C</th>
<th>WORD</th>
<th>WORD + SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>jog</td>
<td>jog</td>
<td>-ing</td>
<td>jog</td>
<td>jogging</td>
</tr>
<tr>
<td>quit</td>
<td>quit*</td>
<td>-ing</td>
<td>quit</td>
<td>quitting</td>
</tr>
</tbody>
</table>

**Briefing by Rule:** *One-syllable words to which the rule is not applicable*

Underscore twice the letters in the word that do not correspond with the terms of the rule analysis. When briefing results in double underscoring, the rule for doubling the final consonant is no longer applicable.

<table>
<thead>
<tr>
<th>TERM A</th>
<th>TERM B</th>
<th>TERM C</th>
<th>WORD</th>
<th>WORD + SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk</td>
<td>talk</td>
<td>-er</td>
<td>talk</td>
<td>talker</td>
</tr>
<tr>
<td>treat</td>
<td>treat</td>
<td>-ing</td>
<td>treat</td>
<td>treating</td>
</tr>
<tr>
<td>glad</td>
<td>glad</td>
<td>-ly</td>
<td>glad</td>
<td>gladly</td>
</tr>
</tbody>
</table>

In the first example, double underscoring results under Term A because the word *talk* ends with the two consonants *l* and *k*, and not one consonant, as expressed by Term A of the rule analysis.

In the second example, double underscoring results under Term B because the final consonant in the word *treat* is preceded by the two vowels *e* and *a*. Thus Term B of the rule analysis is violated, and the rule is not applicable.

Double underscoring results under Term C in the final example because the suffix *-ly* begins with a consonant and not a vowel. Thus Term C of the rule analysis is violated, and the rule is not applicable.

**Rule 27:** When words of two or more syllables are accented on the last syllable and end in a single consonant preceded by a single vowel, double the final consonant when adding a suffix beginning with a vowel, provided the accent does not change position.

**Rule Analysis**

**Terms**

<table>
<thead>
<tr>
<th>A.</th>
<th>The accent in a word with two or more syllables must be and must remain on the last syllable of the root word.</th>
<th>de fer'</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>The word must end in a single consonant.</td>
<td>defer</td>
</tr>
<tr>
<td>C.</td>
<td>The final consonant must be preceded by a single vowel.</td>
<td>defer ed</td>
</tr>
<tr>
<td>D.</td>
<td>The suffix to be added must begin with a vowel.</td>
<td>deferred</td>
</tr>
</tbody>
</table>

**Note:** Some exceptions are chagrined, chagrining, excellence, excellent.

**Briefing by Rule:** *Words of two or more syllables to which the rule is applicable*

Briefing by rule in words of two or more syllables is accomplished by underscoring once the letters in the words that correspond with the terms of

*The *u* following the *q* has the sound of *w*, a consonant; hence, in a word like *quit*, the final consonant *t* is treated as if it were preceded by only one vowel*
the rule analysis. When single underscoring results throughout, and the accent mark remains on the last syllable of the root word (see exceptions), the rule for doubling the final consonant in words of two or more syllables is applicable. Here are examples in which briefing shows applicability of the rule:

<table>
<thead>
<tr>
<th>TERM A</th>
<th>TERM B</th>
<th>TERM C</th>
<th>WORD</th>
<th>WORD + SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>regret</td>
<td>regret</td>
<td>-able</td>
<td>regret</td>
<td>regrettable</td>
</tr>
<tr>
<td>acquit</td>
<td>acquit</td>
<td>-al</td>
<td>acquit</td>
<td>acquittal</td>
</tr>
</tbody>
</table>

**Summary:** When the conditions exist as expressed by the terms of the rule analysis, the rule for doubling the final consonant in words of two or more syllables is applicable.

**Briefing by Rule:** Words of two or more syllables to which the rule is not applicable

Briefing by rule in words of two or more syllables to which the rule is not applicable is accomplished by underscoring twice the letters in the word not corresponding to the terms of the rule analysis. The following examples illustrate the condition in which briefing shows nonapplicability of the rule:

<table>
<thead>
<tr>
<th>TERM A</th>
<th>TERM B</th>
<th>TERM C</th>
<th>TERM D</th>
<th>WORD</th>
<th>WORD + SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>commit</td>
<td>commit</td>
<td>commit</td>
<td>-ment</td>
<td>commit</td>
<td>commitment</td>
</tr>
</tbody>
</table>

Double underscoring results under Term D because the suffix -ment begins with a consonant and not a vowel as expressed in Term D of the rule analysis. Once the rule has been denied, continued briefing is not necessary.

<table>
<thead>
<tr>
<th>TERM A</th>
<th>TERM B</th>
<th>TERM C</th>
<th>TERM D</th>
<th>WORD</th>
<th>WORD + SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>confer</td>
<td>confer</td>
<td>confer</td>
<td>-ence</td>
<td>confer</td>
<td>conference</td>
</tr>
</tbody>
</table>

(ence)

Double underscoring results under Term A because the accent on the word confer shifts to the first syllable when adding -ence instead of remaining on the last syllable of the root word as expressed by Term A of the rule analysis.

**Summary:** When at least one condition does not exist as expressed by the terms of the rule analysis, the rule for doubling the final consonant in words of two or more syllables is not applicable (see exceptions).

*See footnote, page 80, for an explanation of *ui* representing *wi* and, therefore, only one vowel.*
**Exercise 62**

(Scoring: Deduct 8 points for each incorrect answer.)

**Words in the News**

**Directions:** Twelve words that pertain to election coverage and that appear frequently in the news close to local and general elections are listed below, along with a sentence illustrating each selected word. On the blank line, write, in your own words, the meaning of the selected word as you use contextual clues from the sentence to determine the word’s meaning.

Because this page contains important information on the reverse side, please do not remove this page from your book.

1. **ballot.** Before voting, check carefully the names of all candidates listed on the **ballot.**
   - paper or card used to cast a secret vote; the action or system of secret voting

2. **caucus.** Meeting in a **caucus,** the delegates from the state decided to support the Democratic platform.
   - a closed meeting of party members for political leaders to reach agreement on party policies

3. **campaign.** Moving north to south through Ohio, the presidential candidate presented his **campaign** with a promise to reduce taxes.
   - series of operations designed to win votes for a particular candidate or party

4. **electorate.** The Republican nominee listed six proposals to the **electorate,** hoping to win their votes.
   - body of voters

5. **electors.** On the third day of the national convention, the **electors** from each state cast their votes for their candidates.
   - individuals who cast votes as representatives of a defined group of voters

6. **majority.** A simple **majority** of delegates casting votes for a particular candidate ensures the party’s nominee of a victory.
   - more than half the number of total votes cast in an election or a convention

7. **nonpartisan.** The president charged the wilderness issue should be **nonpartisan** and not
   - be made an issue at election time.
   - free from party affiliation, bias, or designation

8. **platform.** The right to life and women’s rights issues vary substantially in the **platforms** of the two parties this election year.
   - a declaration of principles and policies adopted by a political party or a candidate

9. **polls.** Go to the **polls** on November 5, and cast your vote for those who will lead you the next four years.
   - the casting or recording of votes of a body of people: a counting of votes cast; the place where votes are cast

10. **popular vote.** State senators and representatives are elected by **popular vote,** whereas the president and vice president are placed in office through the electoral system based on the winner of the **popular vote.**
    - the results of an election in which the general public participates

11. **primary.** The **primary** election narrowed the field to one Republican and one Democrat running against each other for the congressional seat.
    - an election in which voters choose candidates that will appear on the ballot for a general election

12. **suffrage.** The Constitution guaranteed the right of **suffrage** for men; however, women did not gain it until 1920.
    - the right to vote and exercising the right to vote

**Apply your knowledge of these terms as you complete Exercise 5-1 on the template diskette.**
Exercise 63

(Score: Deduct 4 points for each incorrect answer.)

Name

Adding a Suffix to One-Syllable Words

Directions: Brief by rule each of the following one-syllable words in accordance with the instructions on page 79. Then write the word with its suffix added, correctly spelled, in the Word + Suffix column. The first term (Number 0) is given as an example.

<table>
<thead>
<tr>
<th>TERM A</th>
<th>TERM B</th>
<th>TERM C</th>
<th>WORD + SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. whip</td>
<td>whip</td>
<td>-ing</td>
<td>whipping</td>
</tr>
<tr>
<td>1. bag</td>
<td>bag</td>
<td>-age</td>
<td>baggage</td>
</tr>
<tr>
<td>2. bias</td>
<td>bias</td>
<td>-ed</td>
<td>biased</td>
</tr>
<tr>
<td>3. brag</td>
<td>brag</td>
<td>-art</td>
<td>braggart</td>
</tr>
<tr>
<td>4. dim</td>
<td>dim</td>
<td>-ed</td>
<td>dimmed</td>
</tr>
<tr>
<td>5. flat</td>
<td>flat</td>
<td>-ly</td>
<td>flatly</td>
</tr>
<tr>
<td>6. foot</td>
<td>foot</td>
<td>-age</td>
<td>footage</td>
</tr>
<tr>
<td>7. great</td>
<td>great</td>
<td>-er</td>
<td>greater</td>
</tr>
<tr>
<td>8. knit</td>
<td>knit</td>
<td>-ed</td>
<td>knitted</td>
</tr>
<tr>
<td>9. job</td>
<td>job</td>
<td>-less</td>
<td>jobless</td>
</tr>
<tr>
<td>10. mat</td>
<td>mat</td>
<td>-ing</td>
<td>matting</td>
</tr>
<tr>
<td>11. pen</td>
<td>pen</td>
<td>-ed</td>
<td>penned</td>
</tr>
<tr>
<td>12. press</td>
<td>press</td>
<td>-ing</td>
<td>pressing</td>
</tr>
<tr>
<td>13. put</td>
<td>put</td>
<td>-ing</td>
<td>quipped</td>
</tr>
<tr>
<td>14. quip</td>
<td>quip</td>
<td>-ed</td>
<td>runner</td>
</tr>
<tr>
<td>15. run</td>
<td>run</td>
<td>-er</td>
<td>shipper</td>
</tr>
<tr>
<td>16. ship</td>
<td>ship</td>
<td>-er</td>
<td>slippery</td>
</tr>
<tr>
<td>17. slip</td>
<td>slip</td>
<td>-ery</td>
<td>sporting</td>
</tr>
<tr>
<td>18. sport</td>
<td>sport</td>
<td>-ing</td>
<td>stepping</td>
</tr>
<tr>
<td>19. step</td>
<td>step</td>
<td>-ing</td>
<td>tasteful</td>
</tr>
<tr>
<td>20. taste</td>
<td>taste</td>
<td>-ful</td>
<td>testify</td>
</tr>
<tr>
<td>21. test</td>
<td>test</td>
<td>-ify</td>
<td>tonnage</td>
</tr>
<tr>
<td>22. ton</td>
<td>ton</td>
<td>-age</td>
<td>wrapper</td>
</tr>
<tr>
<td>23. wrap</td>
<td>wrap</td>
<td>-er</td>
<td>wreckage</td>
</tr>
<tr>
<td>24. wreck</td>
<td>wreck</td>
<td>-age</td>
<td>zapping</td>
</tr>
<tr>
<td>25. zap</td>
<td>zap</td>
<td>-ing</td>
<td></td>
</tr>
</tbody>
</table>

Gain additional practice in briefing one-syllable words by completing Exercise 5-2 on the template diskette.
### Exercise 64

*(Scoring: Deduct 4 points for each incorrect answer.)*

**Name**

**Adding a Suffix to Multisyllable Words**

**Directions:** Brief by rule each of the following words with two or more syllables in accordance with the instructions on pages 80-81. Then write the word with its suffix added, correctly spelled, in the Word + Suffix column. The first term (Number 0) is given as an example.

<table>
<thead>
<tr>
<th>TERM A</th>
<th>TERM B</th>
<th>TERM C</th>
<th>TERM D</th>
<th>WORD + SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>abhor*</td>
<td>abhor</td>
<td>abhor</td>
<td>-ent</td>
<td>abhorrent</td>
</tr>
<tr>
<td>account*</td>
<td>account</td>
<td>account</td>
<td>-able</td>
<td>accountable</td>
</tr>
<tr>
<td>acquit*</td>
<td>acquit</td>
<td>acquit</td>
<td>-ed</td>
<td>acquitted</td>
</tr>
<tr>
<td>admit*</td>
<td>admit</td>
<td>admit</td>
<td>-ed</td>
<td>admitted</td>
</tr>
<tr>
<td>censor*</td>
<td>censor</td>
<td>censor</td>
<td>-ed</td>
<td>censored</td>
</tr>
<tr>
<td>confer*</td>
<td>confer</td>
<td>confer</td>
<td>-ence'</td>
<td>conference</td>
</tr>
<tr>
<td>deter*</td>
<td>deter</td>
<td>deter</td>
<td>-ent</td>
<td>deterrent</td>
</tr>
<tr>
<td>edit*</td>
<td>edit</td>
<td>edit</td>
<td>-or</td>
<td>editor</td>
</tr>
<tr>
<td>forgot*</td>
<td>forgot</td>
<td>forgot</td>
<td>-en</td>
<td>forgotten</td>
</tr>
<tr>
<td>habit*</td>
<td>habit</td>
<td>habit</td>
<td>-ual</td>
<td>habitual</td>
</tr>
<tr>
<td>impel*</td>
<td>impel</td>
<td>impel</td>
<td>-ed</td>
<td>impelled</td>
</tr>
<tr>
<td>inherit*</td>
<td>inherit</td>
<td>inherit</td>
<td>-ance</td>
<td>inheritance</td>
</tr>
<tr>
<td>limit*</td>
<td>limit</td>
<td>limit</td>
<td>-ed</td>
<td>limited</td>
</tr>
<tr>
<td>occur*</td>
<td>occur</td>
<td>occur</td>
<td>-ence</td>
<td>occurrence</td>
</tr>
<tr>
<td>omit*</td>
<td>omit</td>
<td>omit</td>
<td>-ing</td>
<td>omitting</td>
</tr>
<tr>
<td>panel*</td>
<td>panel</td>
<td>panel</td>
<td>-ist</td>
<td>panelist</td>
</tr>
<tr>
<td>perform*</td>
<td>perform</td>
<td>perform</td>
<td>-ance</td>
<td>performance</td>
</tr>
<tr>
<td>recur*</td>
<td>recur</td>
<td>recur</td>
<td>-ing</td>
<td>recurring</td>
</tr>
<tr>
<td>regret*</td>
<td>regret</td>
<td>regret</td>
<td>-able</td>
<td>regrettable</td>
</tr>
<tr>
<td>remit*</td>
<td>remit</td>
<td>remit</td>
<td>-ance</td>
<td>remittance</td>
</tr>
<tr>
<td>season*</td>
<td>season</td>
<td>season</td>
<td>-al</td>
<td>seasonal</td>
</tr>
<tr>
<td>solicit*</td>
<td>solicit</td>
<td>solicit</td>
<td>-ed</td>
<td>solicited</td>
</tr>
<tr>
<td>support*</td>
<td>support</td>
<td>support</td>
<td>-ing</td>
<td>supporting</td>
</tr>
<tr>
<td>transmit*</td>
<td>transmit</td>
<td>transmit</td>
<td>-ed</td>
<td>transmitted</td>
</tr>
<tr>
<td>upset*</td>
<td>upset</td>
<td>upset</td>
<td>-ing</td>
<td>upsetting</td>
</tr>
<tr>
<td>verbal*</td>
<td>verbal</td>
<td>verbal</td>
<td>-ize</td>
<td>verbalize</td>
</tr>
</tbody>
</table>

Continue your practice of adding suffixes to polysyllable words by completing Exercise 5-3 on the template diskette.
Dear Stockholders:

We are pleased to report to you on the happen (ings) happenings and progress of our company during the past year. As you know, we are commit (ed) committed to you, the own (ers) owners of our corporation, never forget (ing) forgetting that you come first with us.

Being on the cut (ing) cutting edge of technology, we have achieved perform (ances) performances unlike any other year, ship (ing) shipping more products than ever before. Our achievements were cap (ed) capped by our successful bid (ing) bidding on the big (est) biggest contract to date, bring (ing) bringing in excess of $1.5 million of profits, much of which will be transmit (ed) transmitted to you, our stockholders.

Our Research and Development Department has patent (ed) patented three invent (ions) inventions this year, increasing market (ability) marketability potential and show (ing) showing great promise for future profits.

To aid our employees, we installed a health-maintenance program. Before and after work and during lunch periods, all employees can go swim (ing) swimming or jog (ing) jogging, or can participate in weightlift (ing) weightlifting. We believe that being a healthy employee makes a big differ (ence) difference in job perform (ance) performance. When employees are healthy, we are all win (ers) winners.

The major downside this year was when our president was mug (ed) mugged and rob (ed) robbed. This event resulted in his slip (ing) slipping on the ice while run (ing) running from his attack (ers) attackers, fall (ing) falling and being pin (ed) pinned beneath several heavy cartons that fell on him, tear (ing) tearing ligaments in his legs. We were sad (ened) saddened by this incident and by his fail (ure) failure to maintain his balance, requiring his admit (ance) admittance to the hospital for surgery. His wife informs us he is gradually improving, and, despite nag (ing) nagging injuries, he is begin (ing) beginning to come in on a more frequent basis. Thanks to all of you who were concern (ed) concerned enough to call or write.

Overall, we have had a ban (er) banner year, and we believe the new year will provide a recur (ing) recurring scenario.

Sincerely,

Linda Pearlman
Chief Executive Officer
Exercise 66

(scoring: deduct 3 points for each incorrect answer.)

Name: ________________________________

review: briefing by rule

directions: Brief by rule each bold-faced word by adding the suffix indicated in parentheses. Write the new word on the blank line.

1. The attorney for the defend (ant) defendant gained an acquit (al) acquittal for her client after the state’s primary witness admit (ed) admitted he had not actually seen the defendant at the crime scene.

2. The chop (er) chopper carrying the news team made an emergency landing near the rug (ed) rugged terrain. Reporting the occur (ence) occurrence, the news anchor quip (ed) quipped that the news team was supposed to be get (ing) getting the news, not making it.

3. Before seeing a special (ist) specialist, you must obtain a refer (al) referral from your primary-care physician. Fail (ure) Failure to do so may result in your insurance company deny (ing) denying payment.

4. The director said he made a regret (able) regrettable decision when he promoted Eve McCaully because he had forget (en) forgotten her poor perform (ance) performance ratings that reflect (ed) reflected on her productivity.

5. Although our team has a better bat (ing) batting average than our opponent, the game remained score (less) scoreless through ten innings. In the bottom of the tenth, the play (er) player in center field misjudged the ball, allow (ing) allowing our man on third base to score, win (ing) winning the game for us.

6. I realize you have been question (ing) questioning the terms of your teach (ing) teaching contract; but if you will read the third paragraph where refer (ence) reference is made to instruct (or) instructor qualifications, you will understand why we offer (ed) offered your current pay scale.

7. Any employee who is thinking of quit (ing) quitting her or his job and join (ing) joining the work stop (age) stoppage should remember that management has the right to terminate that employee, bar (ing) barring any court action.
Studying Words Not Governed by Rule

Many words can be spelled according to the briefing-by-rule guidelines; however, a number of words do not adhere to the guidelines presented. As a result, the following principles are presented for studying those words not governed by rule.

To learn to spell these words, apply the following guidelines:
1. Examine the word in detail. Carefully note the spelling of the word, and then spell the word aloud. (See examples below.)
2. Check the dictionary for the correct pronunciation of the word, and pronounce it aloud several times.
3. Associate the meaning with the word itself. (Note the examples below.)
4. Construct a sentence using the word correctly.
5. Return to the word after a time and see if you can still spell and use the word correctly. If you have difficulty spelling or using the word, repeat the above steps, constructing several new sentences that use the word correctly and descriptively.

Example of adding a suffix not governed by rule:

<table>
<thead>
<tr>
<th>WORD</th>
<th>SUFFIX</th>
<th>NEW WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>future</td>
<td>-istic</td>
<td>futuristic</td>
<td>relating to the future</td>
</tr>
</tbody>
</table>

Associate the meaning: Relate future to the future time.

Sentence: The project director has a futuristic view in which the company is paperless and totally computerized, with manual labor performed by robots.

Example of a word not governed by rule:

<table>
<thead>
<tr>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>efficacious</td>
<td>effective; producing the desired result</td>
</tr>
</tbody>
</table>

Associate the meaning: Note the similarity of spelling of both efficacious and effective.

Sentence: The right kind of discipline is efficacious for promoting learning in the classroom.

The sentence you write in step 4 should be meaningful and should reveal the nature of the definition through contextual clues. Compare the above sentence with the following: The flu shot was efficacious. The latter sentence is grammatically correct but does not reveal the meaning of the word. As a result, no learning occurs when this sentence is used as a memory aid.
Exercise 67

(Scoring: Deduct 5 points for each incorrect answer.)

Name ____________________________

Applying Words Not Governed by Rule

Directions: Each numbered item indicates a word not governed by rule, followed by the word’s definition. Check your dictionary, and write the pronunciation of the word on the first blank line. On the second blank line, write a sentence in which the word is correctly used and in which contextual clues provide the meaning of the word.

1. ambidextrous. (adj.) able to use both hands with equal facility
   Pronunciation: am’ b dek’ strs
   Sentence: ____________________________

2. stringent. (adj.) severe; austere, stern
   Pronunciation: strin’ j nt
   Sentence: ____________________________

3. condescension. (n.) patronizing pleasantness to inferiors
   Pronunciation: kon’ di sen’ sh n
   Sentence: ____________________________

4. elongate. (v.) to lengthen; to make longer
   Pronunciation: i long’ gat
   Sentence: ____________________________

5. legacy. (n.) something that has been handed down, a bequest
   Pronunciation: leg’ a se
   Sentence: ____________________________

6. preeminent. (adj.) superior to all others
   Pronunciation: pre em’ n nt
   Sentence: ____________________________

7. saturated. (v.) thoroughly soaked, wet
   Pronunciation: sach’ ra’ tid
   Sentence: ____________________________

8. statutory. (adj.) having to do with statutes or laws
   Pronunciation: stach’ u tor’ e
   Sentence: ____________________________

9. surcharge. (n.) an additional charge
   Pronunciation: ser’ charj
   Sentence: ____________________________

10. surrealism. (n.) modern art and literature showing what happens in dreams and the subconscious through the use of strange or unusual imagery
    Pronunciation: s re’ li z’ m
    Sentence: ____________________________

Apply additional words not governed by rule as you complete Exercise 5-4 on the template diskette.
(Scoring: Deduct 8 points for each incorrect answer.)

Name ____________________________

Applying Contextual Clues

Directions: Using the contextual clues provided, select and write the one word that best fits the meaning of the following sentences.

analogy  commiserate  conciliatory  elocution
epilogue  eulogy  implication  loquacious
prolific  prologue  rant  sarong

1. Trying to overcome the hostility caused by Tom Newsome’s hasty remarks, Miss Ross began negotiations with several ______ conciliatory _______ comments.

2. Although not directly stated, the candidate’s ______ implication ______ was that the incumbent had been dishonest during his term of office.

3. The book’s ______ prologue ______ supplied a brief historical background leading to the present conflict.

4. Although I have not had your medical problems, my thoughts are with you as I ______ commiserate ______ with you on your misfortunes.

5. The funeral ______ eulogy ______ praised the deceased as a person possessing a great wealth of humanity.

6. Wearing his ______ sarong ______, Ituli displayed the brightly colored material worn by men in the Pacific islands.

7. The story’s ______ epilogue ______ showed how the characters succeeded in their lives 10 years later.

8. In her speech, Frances gave an ______ analogy ______ between the conditions preceding the great war and the conditions of today.

9. Stephen King is a ______ prolific ______ writer, turning out several full-length novels a year.

10. The demonstrator began to ______ rant ______, making wild accusations about how the government keeps a file on every citizen.

11. In her public speeches, Ms. Young demonstrates great ______ elocution ______, in her polished manner of speaking.

12. Don’t get my aunt started talking; she is so ______ loquacious ______ you can’t stop her.

Continue your practice of applying additional words using contextual clues as you complete Exercise 5-5 on the template diskette.
Providing Contextual Clues to Words Not Governed by Rule

Directions: Each of the following 12 words is fairly common, although its definition is not always clear. On the blank line to the right of the word, write a brief definition of the word. On the line below the word, write a sentence in which the contextual clue provides a clear meaning of the word.

1. apprehensive  anxious, afraid something bad is going to occur
   (Sentences will vary.)

2. besieged  surrounded, with intent to force surrender

3. commandeered  to seize private property for military use

4. demarcation  having separated or set the boundaries of

5. euphoria  feeling of happiness or well-being

6. indoctrinate  teach a doctrine or belief

7. legendary  celebrated; like a legend but not historical

8. neutralize  to make in a neutral state

9. paramount  chief in importance; supreme

10. preoccupy  take up the attention of; absorb

11. remiss  neglectful; careless

12. unconventional  not conforming to rules or precedents

Continue your study of words not governed by rule as you complete Exercise 5-6 on the template diskette.
Malapropisms

Richard Sheridan’s classic play, The Rivals, first performed in 1775, contained a comic character named Mrs. Malaprop, who slaughtered the English language by using words she misused ridiculously. Her name stuck, and words currently misused to the point of being ridiculous are called malapropisms.

For example, in the play, Mrs. Malaprop refers to contagious countries, intending contiguous countries, and she refers to an ineffectual person, meaning an intellectual person.

Today, we have our own malapropisms, such as “taken for granite” instead of “taken for granted,” and “allusions of grandeur” instead of the correct “delusions of grandeur.”

Malapropisms cause problems in word usage today because we often hear words differently from the way they are intended or are spelled. As a result, we tend to use the words the way we hear them regardless of correct usage.

Directions: Read each sentence below, then circle the word at the right that correctly belongs in the blank space.

1. Margaret has a magnetic personality; she can influence almost anyone to her cause. affluence / influence
2. At the zoo, the children saw tigers, lions, elephants, monkeys, etc. and etc. / etc.
3. While not admitting he had not written the speech, the president made an allusion to a ghostwriter. allusion / illusion
4. What a stupid remark! Such remarks make you look asinine to others. asinine / assenine
5. Since gaining freedom, that third-world country has become autonomous. autonomous / monotonous
6. At the Four Corners Region, four states are contiguous to each other. contagious / contiguous
7. I don’t study as I should; I tend to take my enrollment here for granted. granite / granted
8. Sylvia has been offered a scholarship, which does not surprise me since she’s intellectual. ineffectual / intellectual
9. Yong jumped into the swift-moving stream, regardless of the inherent dangers. irregardless / regardless

Meet additional malapropisms as you complete Exercise 5-7 on the template diskette.
Focus: Words Related to the Employment Process

Directions: (1) Read the following paragraphs describing principles related to seeking employment, noting the 12 bold-faced terms. Then read the definitions of the bold-faced terms printed below the paragraphs. (2) On a separate sheet of paper, write your own employment objectives and your own job search strategy, using as many of the 12 terms as possible.

When you seek employment, have a clearly defined **job search strategy** that enables you to know yourself, to find the opportunities available, and to prepare yourself for the interview. Available jobs can often be found through **networking** as well as through **headhunters**.

Before applying for a position, prepare an attractive **resume** that calls attention to your qualifications. If the resume will be subject to **computer scanning**, use key words that can be used by an employer searching for prospective employees.

With your resume, send an appealing **cover letter**. If you don’t know a job exists, send an **unsolicited letter of application**, listing additional qualifications. In your letter, concentrate on **reader benefits**.

The interview is the most important part of the job search. Before interviewing, have someone conduct a **mock interview** in which you practice your skills. Take your **portfolio** with you to the interview. During the interview, be particularly conscious of your **nonverbal communication**. Following the interview, send a **thank-you letter** to the interviewer.

1. **computer scanning**. a process in which resumes are scanned into an electronic database, enabling a computer search for qualified applicants
2. **cover letter**. a letter that accompanies a resume
3. **headhunter**. an agency that helps applicants locate job openings and that matches employers’ needs with qualified applicants
4. **job search strategy**. the overall planning for a job search that involves (1) defining one’s qualifications, (2) researching the job market, (3) preparing the resume and cover letter, and (4) preparing for the interview
5. **mock interview**. a role-play interview for a simulated job conducted by someone other than the hiring firm
6. **networking**. contacting a group of friends, teachers, and professionals who can assist one in a job search
7. **nonverbal communication**. body language, including gestures, facial expressions, appropriate clothing, and mannerisms that communicate a message
8. **portfolio**. samples of one’s accomplishments, organized for presentation to a prospective employer
9. **reader benefits**. indicating what one brings to the reader’s firm rather than why one needs a job
10. **resume**. a sheet listing one’s job qualifications, including an objective, educational experience, previous jobs, and awards and interests
11. **thank-you letter**. A brief letter sent following the interview expressing gratitude to the interviewer
12. **unsolicited letter of application**. a letter seeking employment when one doesn’t know if a job exists

Show you know the meaning of these words as you complete Exercise 5-8 on the template diskette.
Word Pairs

Directions: (1) Study the spellings and meanings of each set of words. Note how the words are used in the illustrative sentence. (2) On a separate sheet of paper, write a sentence in which each word is correctly used. You may elect to combine more than one word per sentence. Submit these sentences to your instructor as directed.

1. desert (n.) (dez' rt) a dry, barren region
   desert (v.) (di zert') to abandon; to forsake (n.)
   pl. suitable reward or punishment
   dessert (n.) the last course of a meal
   Before we desert the forest and head into the barren desert, we'll eat our sandwiches and dessert.

2. device (n.) a mechanical invention used for a special purpose; a plan, scheme, or trick
   devise (v.) to invent; to plan
   The inventor indicated he will devise a schematic for the device needed to complete the assignment.

3. discreet (adj.) wisely cautious; showing good judgment
   discrete (adj.) distinct from others; discontinuous
   Polly asked me to be discreet when I discuss with the patient the three discrete phases of the surgery.

4. discus (n.) a heavy, circular plate thrown as a test of skill
   discuss (v.) to talk over; to consider all sides of a question
   Let's discuss whom we want to represent our team in the discus competition.

5. disinterested (adj.) impartial; free from selfish motives
   uninterested (adj.) paying no attention
   Since the judge holds stock in the mine, she is no longer a disinterested party and should disqualify herself even though she says she is uninterested in the outcome.

6. dual (adj.) composed of two parts
   duel (n.) a formal combat between two persons
   As the two parties began to verbally duel in the House of Representatives, they narrowed the conflict to the dual issues of budget and partisan politics.

7. elicit (v.) to draw out
   illicit (adj.) unlawful; forbidden
   While the musicians used their talents to elicit beautiful music from their instruments, record pirates reaped illicit profits from illegal copying of the music.

8. emigrant (n.) one who leaves one country to settle in another
   immigrant (n.) one who comes into a country to live
   Although immigrants into the United States, my parents were emigrants from their native Poland.

9. eminent (adj.) distinguished; noteworthy; prominent; above most others
   imminent (adj.) likely to happen soon
   The eminent scientist indicated a major earthquake was imminent along the Wasatch fault.

10. envelop (v.) to cover; to surround; to conceal
    envelope (n.) a paper cover for mailing; wrapper
    Envelop the species in a tight tube and place it in a large envelope for transport to the lab.

11. every day (n.) each day
    everyday (adj.) daily
    An everyday occurrence is my daily reminder, "Make every day count by doing good for others."

12. every one (pron.) every person with the one stressed
everyone (pron.) everybody with every stressed
I was told that everyone who qualifies can attend; and, indeed, every one of the workers has met the qualifications.

Use these words in sentences as you complete Exercise 5-9 on the template diskette.
Words Pairs

Directions: (1) Study the spellings and meanings of each set of words. Note how the words are used in the illustrative sentence. (2) On a separate sheet of paper, write a sentence in which each word is correctly used. Submit these sentences to your instructor.

1. fair (adj.) honest; according to the rules; average; light; not cloudy; (n.) a display of goods; a festival
   fare (n.) the price of transportation; (v.) to be fed; to get along; to happen
   Because taxi fare to the State Fair is exorbitant, take the city bus.

2. farther (adj.) more distant (confined to a physical difference); (adv.) at a greater distance
   further (adj.) more distant; more; additional (adv.) to a greater extent; more (v.) to help forward, promote
   I think Biloxi is farther than St. Louis, but I’d have to study the map further to be sure.

3. feat (n.) a great or unusual deed; great skill or courage
   feet (n.) plural of foot; unit of measure
   fete (n.) a festival; to entertain
   We considered the results a great feat for Tom Yancey when he was awarded a prize for having the largest feet at the Plains Fête in Bismarck.

4. flair (n.) natural talent; keen perception
   flare (v.) to flame up briefly; to shine (n.) bright light used to signal
   Betsy has a flair for working under duress; she lit a flare during the torrential downpour and led us to safety.

5. flour (n.) a fine, powdery meal made by grinding grain; (v.) to cover or sprinkle with flour
   flower (n.) the part of the plant that produces the seed; a blossom; a plant grown for its blossoms; (v.) to bloom
   Wearing a flower in her hair, Joan brought me the freshly baked bread made with whole wheat flour.

6. for (prep.) in place of; instead of; in favor of; representing; in order to obtain; (conj.) because
   fore (adj.) at the front; (n.) front; (interj.) warning signal used by golfers
   After calling “fore,” the four golfers watched the ball head straight for the lake.

7. foreword (n.) a preface; an introduction
   forwarded (adv.) ahead; (adj.) near the front; advanced; ready; (v.) to help along; (n.) a basketball, hockey, or soccer player
   In the book’s foreword, the author indicated his book would push the computer industry forward into a new generation.

8. formally (adv.) done in a manner set by customs or rules
   formerly (adv.) at an earlier time
   The First Lady formally opened the grand ball as it was done formerly by her predecessors.

9. forth (adv.) forward; into view
   fourth (adj.) next after third; (n.) one of four equal parts
   The fourth of the seven steps in his book tells the reader to go forth in the service of others.

10. foul (adj.) very dirty; offensive; obscene; against the rules; (n.) a thing done contrary to the rules; (v.) to defile
    fowl (n.) any of several birds
    The foul ball came close to hitting the sea gulls and other fowl circling the playing field.

11. gorge (n.) a deep, narrow valley; (v.) to stuff with food
    gouge (n.) a chisel with a curved, hollow blade; (v.) to cut; dig out
    As we passed the beautiful gorge, I thought the site looked as though it had been gouged with a giant hammer and chisel.

12. grate (n.) a framework of iron bars to hold a fire; a fireplace; (v.) to have an unpleasant effect; make a harsh, grinding noise
    great (adj.) big; large; very important
    What a great fire you have burning in your grate!

Apply your knowledge of these words as you complete Exercise 5-10 on the template diskette.
Computer-Related Terminology

The terms in this exercise pertain to the Internet.

Directions: Read the paragraphs in which the terms are bold-faced, then read the definitions of the bold-faced terms following the paragraphs. Apply your knowledge of these Internet terms as you complete Exercise 5-13 on the template diskette.

The Internet is not only a worldwide computer network, but it is a tremendous source of information. Started by the U.S. Department of Defense in the 1970s, the Internet allows millions of people across the globe to communicate electronically. When you access the Internet, you join the information superhighway, communicating via hypertext in cyberspace.

1. access. the means of getting onto an online system
2. information superhighway. often used as a synonym for the Internet; however, the definition is much broader, indicating communicating via computer through means that encompass cable, video, etc.
3. hypertext. a means of organizing and linking information that allows users to choose their own paths to access related text, images, and sounds from a single computer screen
4. cyberspace. a term used to explain the theoretical boundaries of the Internet and online services

The term “surfing the net” is used today to indicate users are obtaining information available through bulletin boards, commercial on-line services, or home pages of the World Wide Web (or the Web).

5. surfing the net. the act of looking for information on the Internet
6. bulletin board. an electronic version of a message board that includes a public message area, a section for file storage, e-mail, and chat areas for electronic conversations
7. on-line services. an on-line provider that gives an array of information for a fee, such as CompuServe, America Online, and Prodigy
8. home page. the first section of a file that introduces a particular company, office, publication, or database, giving basic information such as address, phone number, and fax numbers
9. World Wide Web (the Web). a section of the Internet featuring various home pages displaying graphics or text

To place home pages on the Internet, a programmer must use a hypertext markup language (HTML). To enable users to move from one document to another, the programmer must include a hyperlink. In addition, many programs, such as Gopher, are available to aid users in communicating via the Web. The world of communication has greatly changed and will continue to change as more users “surf” the “net.”

10. hypertext markup language (HTML). the codes used to create Web pages
11. hyperlink. an underlined or otherwise emphasized word or phrase that, when clicked with the mouse, displays another document
12. Gopher. an information retrieval program developed at the University of Minnesota (home of the Golden Gophers) that gives users a simple menu through which to interface with Internet resources

Apply your learnings as you complete Exercise 5-13 on the template diskette.
Exercise 77

(Scoring: Deduct 3 points for each incorrect answer.)
Name __________________________

Review: Spelling Words Correctly

Directions: In each paragraph, circle the words that are misspelled. On the lines in the right-hand column, write the correct form of each word.

The military (batalion) was led by (Coronel) McCrea, who had (distingished) himself when he (attacted) the (colume) of (camouflaged) guerrillas. Although McCrea's men did not (anilihilate) the guerrillas, he arranged for an (appropreate) surrender, effectively defying the (bureaukrasy) demands.

Once we (coroborate) on the (criterea) for the (curriculum) guide, we can work out any (discrepancies), then write and (copywrite) it. Following its publication, the information will be (thseminated) to prospective school (clienteel) for educational use.

The committee chair has (ancalled) the (ente- nial) ball scheduled for July 31. She indicated (critism) by (auxilliary) presidents and a lack of (corporation) would cause her to be (embarassed) if she kept the event on the (alender).

We (congradulate) and present a (boukay) to the men and women involved in (athletics) who have (benifited) the school children with their efforts on behalf of the (desency) committee. A special presentation to them will be made at the (bankwet).

My mother was in (ekstasy) with the (pareDand) the odd (aparatus) she obtained at the (anteke) sale. Our poor (chaffeur) had to pack the car and drive her home.
**Exercise 78**

(Scoring: Deduct 6 points for each incorrect answer.)

Name: ____________________________

**Review: Business and Computer Terminologies**

**Directions:** Review the terminology presented in Exercises 58, 59, 75, and 76 introducing business-related and computer-related terminologies. Read each definition below, then circle the word that is defined. Part 1 reviews business-related terminology, and Part 2 concentrates on computer-related terminology.

**PART 1. BUSINESS-RELATED TERMINOLOGY**

1. The index showing cost of living based on average prices paid for selected goods and services is the (consumer price index / disclosure statement / line of credit).

2. The whole course of legal measures that, when carried out, serve to protect people is (civil litigation / compensation / due process of law).

3. Offering a reduction in price to entice customers to try a product is (compensation / couponing / indictment).

4. An official document that orders a person to appear in court is a (deposition / restraining order / subpoena).

5. Items and services that are bought and sold are (commodities / compensation / warranties).

6. A written statement giving one person legal power to act for another is a (deposition / power of attorney / service contract).

7. A law that requires creditors to state the monthly and annual percentage rates used in computing finance charges is (disclosure statement / disposition / truth in lending).

8. To declare a defendant innocent of any charges is (to arraignment / to change of venue / to exonerate).

**PART 2. COMPUTER-RELATED TERMINOLOGY**

9. A message passed from one person to another on a computer network is (e-mail / hypertext / interface).

10. The act of looking for information on the Internet is (access / downloading / surfing the net).

11. A specially equipped computer that is attached to every computer on the system is the (file server / gateway / interface).

12. The first section of a file that introduces a particular company is the (bulletin board / home page / World Wide Web).

13. To transfer a data file from a central computer to a remote unit is to (download / Gopher / upload).

14. An underlined or otherwise emphasized word or phrase that, when clicked with the mouse, displays another document is the (hyperlink / hypertext markup language / information superhighway).

15. The main computer that performs the actual processing and with which other computers communicate is the (host / interface / node).

16. An electronic version of a message board is a (bulletin board / local area network / online service).
Exercise 79

(Scoring: Deduct 4 points for each incorrect answer.)

Name

Selecting the Correct Word

Directions: In each of the following sentences, select the correct words from those given in parentheses. Write your choice from the first group of two or three words on the first blank line to the right of the sentence (Choice A) and your choice from the second group on the second blank line (Choice B).

1. (Grate/Great) (deserts/desserts), such as the Mojave, cause problems for many travelers during the heat of each summer day.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td>deserts</td>
</tr>
</tbody>
</table>

2. The newly invented (device/devise) will enable automobiles to travel (farther/further) on less gasoline.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>device</td>
<td>farther</td>
</tr>
</tbody>
</table>

3. Please be (discreet/discrete) when you (discuss/discus) the patient’s weight with him.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>discreet</td>
<td>discuss</td>
</tr>
</tbody>
</table>

4. (Emigrants/Immigrants) into the country have (dual/duel) objectives: to obtain citizenship and to provide a living for their families.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants</td>
<td>dual</td>
</tr>
</tbody>
</table>

5. Upon opening the (envelop/envelope), I discovered a letter from the (eminent/imminent) scientist.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>envelope</td>
<td>eminent</td>
</tr>
</tbody>
</table>

6. (Every one/Everyone) who wants to see the beauties of the redundant (gorge/gouge) should make this trip.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone</td>
<td>gorge</td>
</tr>
</tbody>
</table>

7. Dropping her (fair/fare) in the box, Virginia sat back on the bus to contemplate her work, a practice she did (every day/everyday).

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>fare</td>
<td>every day</td>
</tr>
</tbody>
</table>

8. Rodney has a (flair/flare) for (eliciting/illiciting) information from people because he appears so trustworthy.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>flair</td>
<td>eliciting</td>
</tr>
</tbody>
</table>

9. Growing beautiful (flours/flowers) is a (feat/feet/fete) Vella performs every year.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>flowers</td>
<td>feat</td>
</tr>
</tbody>
</table>

10. The judge demanded the attorneys move (foreword/forward) to seat 12 (disinterested/uninterested) people in the jury box.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>forward</td>
<td>disinterested</td>
</tr>
</tbody>
</table>

11. I have been (formally/formerly) introduced to the committee chair (for/fore/four) nomination.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>formally</td>
<td>for</td>
</tr>
</tbody>
</table>

12. “(Foul/Fowl) Ball,” the umpire called as I swung on the (forth/fourth) pitch.

<table>
<thead>
<tr>
<th>CHOICE A</th>
<th>CHOICE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foul</td>
<td>fourth</td>
</tr>
</tbody>
</table>
**Exercise 80**

Scoring: Deduct 4 points for each incorrect answer.

Name ____________________________

**Selecting the Correct Word**

**Directions:** Read the definitions listed in the second column below. Then select from the first column in each group the term that best matches each definition. Write your choice in the Correct Word column.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>CORRECT WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>desert</td>
<td>discrete 1. to invent; to plan</td>
<td>devise</td>
</tr>
<tr>
<td>dessert</td>
<td>discreet 2. last course of a meal</td>
<td>dessert</td>
</tr>
<tr>
<td>device</td>
<td>discus 3. a heavy circular plate</td>
<td>discus</td>
</tr>
<tr>
<td>devise</td>
<td>discuss 4. distinct from others</td>
<td>discrete</td>
</tr>
<tr>
<td></td>
<td>5. to abandon</td>
<td>desert</td>
</tr>
<tr>
<td>disinterested</td>
<td>elicit 6. one who leaves a country</td>
<td>emigrant</td>
</tr>
<tr>
<td>uninterested</td>
<td>illicit 7. formal combat between two</td>
<td>duel</td>
</tr>
<tr>
<td>dual</td>
<td>emigrant 8. unlawful</td>
<td>illicit</td>
</tr>
<tr>
<td>duel</td>
<td>immigrant 9. paying no attention</td>
<td>uninterested</td>
</tr>
<tr>
<td></td>
<td>10. to draw out</td>
<td>elicit</td>
</tr>
<tr>
<td>eminent</td>
<td>fair 11. to move forward</td>
<td>further</td>
</tr>
<tr>
<td>imminent</td>
<td>fare 12. a paper cover for mailing</td>
<td>envelope</td>
</tr>
<tr>
<td>envelop</td>
<td>farther 13. according to the rules</td>
<td>fair</td>
</tr>
<tr>
<td>envelope</td>
<td>further 14. to cover</td>
<td>envelop</td>
</tr>
<tr>
<td></td>
<td>15. likely to happen soon</td>
<td>imminent</td>
</tr>
<tr>
<td>feat</td>
<td>flour 16. to flame up briefly</td>
<td>flare</td>
</tr>
<tr>
<td>feet</td>
<td>flower 17. a fine, powdery meal</td>
<td>flour</td>
</tr>
<tr>
<td>fete</td>
<td>for 18. at the front</td>
<td>fore</td>
</tr>
<tr>
<td>flair</td>
<td>fore 19. a festival</td>
<td>fete</td>
</tr>
<tr>
<td>flare</td>
<td>four 20. plural of foot</td>
<td>feet</td>
</tr>
<tr>
<td>foreword</td>
<td>forth 21. to cut</td>
<td>gouge</td>
</tr>
<tr>
<td>forward</td>
<td>fourth 22. a preface</td>
<td>foreword</td>
</tr>
<tr>
<td>formally</td>
<td>gorge 23. at an earlier time</td>
<td>formerly</td>
</tr>
<tr>
<td>formerly</td>
<td>gouge 24. forward, into view</td>
<td>forth</td>
</tr>
<tr>
<td></td>
<td>25. a deep narrow valley</td>
<td>gorge</td>
</tr>
</tbody>
</table>
Exercise 81

(Scoring: Deduct 3 points for each incorrectly spelled word.)

Name_____________________

Review: Adding a Suffix

Directions: Add the suffix indicated in parentheses to each bold-faced word, and write the new word on the blank line. Some words from previous chapters are included in this exercise.

When citizens vote for their president and vice president every four years, they don’t actually elect the people who will lead the country. Instead, the election is limited to members of the Electoral College, representatives of each state as determined by the Constitution. State committees or conventions for each political party select their electorates, who will cast the actual ballots.

Every state has as many votes in the Electoral College as its total number of senators and representatives in Congress. In addition, Amendment 23, ratified in 1961, provided the District of Columbia with three electoral votes.

Each four years during the December immediately following the November election, on a date set by law, each elector assembles in a conference in his or her state’s capital. The assembled group then casts their ballots for president and vice president. Either by state law or by custom, the electors cast their votes for the candidates who received the most popular votes in their states, barring individual prejudice, which could be an occurrence and not stopped by federal law. Regardless of the percentage of the popular vote, all the votes of each state are cast for one candidate for president and for vice president. Thus, a candidate could receive 49 percent of the popular vote in a state and not receive any electoral votes.

The candidate who receives the most electoral votes is declared the winner. If no candidate has a majority, the state delegations in the House of Representatives choose the president from the three candidates having the highest number of electoral votes. In such an election, each state has only one vote.

Initial, the Electoral College was vital in the nation’s history. Today, admittedly, the vote of the college is similar to many routine ceremonies. Many have proposed rid of this system, saying that the president and vice president should be elected by having the biggest share of the popular vote; but as of yet, no move has been made to change the system. Likely, impetus for change is forgotten following the election because the issue isn’t considered for another four years. For additional information, the reader is referred to the Constitution of the United States.

CHAPTER 5 • ADDING A SUFFIX