

# ***Building Spelling Skills***

**BOOK 8**

— SECOND EDITION —

**ANSWER KEY**

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# INTRODUCTION

Christian Liberty Press has developed the *Building Spelling Skills* series, which we believe will be useful in teaching children how to spell correctly. This series has three main objectives in improving a student's spelling ability: (1) giving the student the necessary skills to learn a group of similar words; (2) teaching the student guidelines that will enable him to learn words by himself; and (3) increasing the student's confidence through various activities that will help him in reaching his full spelling potential.

*Building Spelling Skills: Book 8* has thirty-six units. Each unit has five lessons. In Lesson 1 the student will be required to study the list words, following the pattern found on page 1 of the workbook. Lesson 2 requires the student to use selected list words in sentences. In Lessons 3 and 4, the student will have to write the list words and complete exercises that reinforce the orthography and denotation of the words. Finally, in Lesson 5, the student will be given a final test over his knowledge of each particular unit. During the final test, the student must write the words from the word list in the space provided at the back of the workbook. The instructor should utilize the list of words found on pages 31–35 of this answer key when giving the student his or her practice and final tests. In Unit 36, the student will be required to review the words from several previous units.

In addition to the exercises provided in the workbook, the teacher may wish to add other material to vary the student's work. This might include more crossword puzzles, word-search games such as *Scrabble*, spelling bees, and expressing the words through pantomime or charades.

Creative writing exercises will help the student to use list words in context, see the practical use of orthography, as well as encourage his creativity. You might start by having your student write sentences using words you have chosen from the list, then broaden this exercise into paragraphs, and eventually into whole stories. Teachers may try giving a topic, or allowing the student to choose his own topic, which incorporates as many words as possible from that week's list in a short story or poem. This will provide the student with extra practice using his grammatical skills and spelling abilities within the context of various writing projects.

Finally, teachers are required to grade the daily work and tests at the end of the workbook. To expedite the processing of students enrolled in the CLASS Administration Plan, instructors must grade all work and tests prior to returning the material to CLASS.

May the Lord richly bless your efforts as you seek to teach your student to be a good speller.

*The Staff of Christian Liberty Press*

# UNIT LESSON KEY

## UNIT 1

Pages 2–4

### Lesson 2

*Answers will vary.*

### Lesson 3

2. physician

symptom

orthodox

chronicle

synonym

pseudonym

symmetry

dialogue

mythology

theology

physiology

3. *Answers will vary.*

### Lesson 4

3. A frantic

A athletic

N maniac

A enthusiastic

N or A characteristic

4. analysis

phenomenon

atmosphere

catastrophe

## UNIT 2

Pages 5–7

### Lesson 2

*Answers will vary.*

### Lessons 2 and 3

5 enumerate

5 lubricate

3 exaggerate

4 emancipate

3 abrogate

1 anticipate

1 cooperate

2 discriminate

4 dissipate

2 fabricate

1 fascinate

1 fluctuate

5 invigorate

1 investigate

1 impersonate

3 mediate

5 medicate

1 perpetuate

3 punctuate

2 decapitate

**Lesson 4**

3. **Note:** *List-word* has not been hyphanated prior to this. Why? “*List-word*” is hyphanated in the instructions for exercise 3 because it is being used as an adjective. “*List word*” is not hyphanated when “*word*” is a noun, with “*list*” being an adjective modifying it.

fabrication  
 fluctuation  
 fascination  
 dissipation  
 medication  
 lubrication  
 cooperation  
 punctuation  
 invigoration  
 perpetuation  
 enumeration  
 emancipation  
 decapitation  
 discrimination  
 investigation  
 exaggeration  
 anticipation  
 mediation  
 abrogation  
 impersonation

**UNIT 3**

*Pages 8–10*

**Lesson 2**

*Answers will vary.*

**Lesson 3**

- |    |            |             |            |           |
|----|------------|-------------|------------|-----------|
| 1. |            | reconcile   |            |           |
|    | recognize  | reconnoiter | relinquish | reprimand |
| 2. | admonish   |             | predestine |           |
|    | accomplish |             | preordain  |           |
|    | disparage  |             | encircle   |           |
|    | demoralize |             | embellish  |           |
|    | intercept  |             |            |           |
|    | surrender  |             | supplement |           |
|    | supersede  |             |            |           |

## UNIT 23 (*cont.*)

### Lesson 3 (*cont.*)

2. gladiators                      inquisitors

### Lesson 4

2. A. competitor  
 B. moderator  
 C. educator  
 D. agitator  
 E. instigator  
 F. malefactor  
 G. progenitor  
 H. intercessor

## UNIT 24

*Pages 71–73*

### Lesson 2

*Answers will vary.*

### Lesson 3

1. crisis                      synopsis                      paralysis  
 crises                      synopses                      paralyses
2. theses  
 syntheses  
 antitheses  
 parentheses  
 hypotheses  
 analyses  
 ellipses  
 catharses  
 catastases  
 prognoses  
 hypnoses  
 metamorphoses  
 mioses  
 oases  
 psychoses  
 symbioses
3. 1. The synod questioned the denomination's historic dogma.  
 2. He hurled a caustic epithet at his enemies.

**UNIT 24 (cont.)****Lesson 4**

2. 1. He avoided milk because it seemed to produce phlegm in his throat.
2. 2. The cereal box listed certain dietary information on its side panel.
3. 3. The dictator reached the acme of his power after three years of ruling.
4. 4. There was a certain amount of monotony to Christy's job.
5. 5. Let me give you a synopsis of the crisis we now face.
6. 6. Taylor knew he was wrong and owed his sister an apology.
7. 7. Casey always approached his work with a great deal of enthusiasm.
8. 8. Marcia was in a state of ecstasy after winning the contest.
9. 9. Andrew Carnegie was known for his philanthropy.
10. 10. The bishop placed the royal diadem upon the head of the new queen.
11. 11. The phony doctor claimed his tonic could cure muscle paralysis.

**UNIT 25***Pages 74–76***Lesson 2***Answers will vary.***Lesson 3**

- |    |         |          |    |        |
|----|---------|----------|----|--------|
| 1. | militia | proviso  | 2. | murmur |
|    | vigil   | sinister |    |        |
|    | stigma  | arbiter  |    |        |
|    | diploma | nectar   |    |        |
|    | duplex  | genesis  |    |        |
|    | panacea | interim  |    |        |
|    | veto    | tribunal |    |        |
|    | consul  | saliva   |    |        |
|    | murmur  | rostrum  |    |        |
|    |         | fulcrum  |    |        |
|    |         | formula  |    |        |

**Lesson 4**

2. 1. Rodney worked hard to overcome the stigma left by his criminal past.
2. 2. There is no panacea for our nation's moral problems, except repentance.
3. 3. Jill received a diploma during her eighth-grade graduation service.
4. 4. The President promised to veto the bill approved by Congress.
5. 5. The governor called out the state militia to handle the emergency.
6. 6. The agreement included a provision allowing future changes.
7. 7. The master of ceremonies approached the rostrum.
8. 8. We took a short vacation during the interim between semesters.
9. 9. The family kept a steady vigil at Grandma's bedside until she died.
10. 10. His so-called formula for success sounded sinister.
11. 11. A murmur arose when the tribunal announced its decision.