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Exercises in word analysis skills for secondary school pupils

Garside, Alice Hawes

Boston University

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Thesis
EXERCISES IN WORD ANALYSIS SKILLS
FOR SECONDARY SCHOOL PUPILS

Submitted by:
Alice Hawes Garside
(A.B. Vassar College 1930)

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degree of Master of Education
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First Reader:  
Mabel S. Noall, Assistant Professor of Education

Second Reader:  
Helen Blair Sullivan, Professor of Education
# TABLE OF CONTENTS

## CHAPTER

<table>
<thead>
<tr>
<th>I. THE PROBLEM, RELATED RESEARCH AND METHODOLOGY</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Problem</td>
<td>1</td>
</tr>
<tr>
<td>Definition of Word Analysis</td>
<td>2</td>
</tr>
<tr>
<td>Report of Related Research</td>
<td>4</td>
</tr>
<tr>
<td>Importance of Word Analysis Skills for Reading</td>
<td>4</td>
</tr>
<tr>
<td>Importance of Word Analysis Skills for Spelling</td>
<td>13</td>
</tr>
<tr>
<td>Interrelationship Between Reading and Spelling</td>
<td>19</td>
</tr>
<tr>
<td>Summary</td>
<td>23</td>
</tr>
<tr>
<td>Methodology</td>
<td>23</td>
</tr>
<tr>
<td>Introduction</td>
<td>23</td>
</tr>
<tr>
<td>Elementary School Procedures</td>
<td>24</td>
</tr>
<tr>
<td>Survey of Two Workbooks</td>
<td>29</td>
</tr>
<tr>
<td>Outline for Development of Exercises</td>
<td>32</td>
</tr>
</tbody>
</table>

## II. WORD ANALYSIS EXERCISES FOR READING AND SPELLING

| Purpose                                           | 35   |
| Analysis of Content                               | 35   |
| Exercises                                         | 35   |

BIBLIOGRAPHY                                      112
CHAPTER I

THE PROBLEM, RELATED RESEARCH AND METHODOLOGY

1. Statement of the Problem

**Introduction.** At the present time there are many junior and senior high school students who are weak in word analysis skills. The available workbooks in word analysis skills are designed for elementary school pupils and are too juvenile in illustration, approach and format to interest secondary school pupils.

**Problem.** The problem is that of constructing a workbook which will be appropriate for secondary school pupils, which will help them improve their word analysis skills and thereby improve their reading and spelling.

The value of such a set of workbook exercises depends upon the validity of the following statements:

1. Word analysis skills are important to reading.
2. Word analysis skills are important to spelling.
3. There is an interrelationship between reading and spelling.
4. Improvement in word analysis skills effects improvement in both reading and spelling.

The summary of research which follows is far from exhaustive, but is an investigation to discover whether there
is appreciable evidence that these assumptions are true. It is not a study of the many causes of reading disability or an attempt to evaluate different methods of remediation. It is merely an attempt to produce evidence that many poor readers and spellers benefit from instruction in word analysis techniques.

Definition of Word Analysis. What do we mean by word analysis? Gray says,

Word analysis is of two kinds - structural and phonetic. The two are interrelated and must often be combined in attacking a word. In these cases, structural analysis logically precedes phonetic analysis in the word-attack process.

To see how this is true, let us assume that the child has derived from the context a meaning clue for an unfamiliar printed word. He must next scrutinize the word symbol for clues to its spoken counterpart. Before he can "sound out the word" (analyze it phonetically), he must make a visual survey of the whole word. As he studies the word form, he looks for meaningful units in it; these units may be the root word, a prefix or a suffix. And he looks for pronunciation units - that is, the syllables of which the word is made up. If through visual scrutiny he identifies a root word as a meaningful unit, or if he identifies syllables as pronunciation units, he has analyzed the structural pattern of the word and is equipped to proceed with "sounding it out." ¹

A definition which is more specific and detailed as to the actual processes involved, is that of Miles. She says,

Word analysis is a complex process involving a number of different abilities. The foundation is built on accurate auditory and visual discrimination.

¹Gray, William S. On Their Own in Reading. New York: Scott, Foresman Company, 1943, p. 79.
Auditory discrimination is the ability to distinguish the sound of one word or word part from another. Visual discrimination is the ability to distinguish one letter or combination of letters from another. Auditory recognition and recall are based on the act of auditory discrimination but they involve a higher order of skill. The reader not only must discriminate one sound from another; he must also identify the sound and associate it with its visual symbol from among others as in the act of recognition, or to the point of translating it into a visual symbol, as in the act of recall. Visual recognition, likewise, involves a higher degree of skill than mere visual discrimination. In visual recognition the reader perceives accurately a visual form and selects that form from among several possibilities. In visual recall, he perceives the visual form and reproduces it from memory.

Efficient word analysis requires both phonetic analysis and structural analysis. Both involve a combination of auditory and visual skills.

Phonetic analysis is the process of recognizing and producing the sounds of letters and combinations of letters when the visual symbols are presented. Structural analysis is the process of both auditory and visual division of a word into its component part for the purpose of determining its pronunciation. The parts into which the reader divides a word may consist of syllables which are the pronunciation units of a word, or of roots, prefixes and suffixes which are the meaning part of a word. In both phonetic and structural analysis, the act of blending is necessary in order that the recognized sounds, combination of sound or word parts may be combined into word wholes.¹

On the basis of these two definitions, it appears that word analysis is a complex skill based on several different skills, any one or all of which may be required by

a pupil in attacking an unknown word. The pupil must know the letters and combinations of letters, and be able to produce the sounds they represent. He must be able to break a word into parts, either by syllabication into pronounceable units, or by recognizing roots, prefixes and suffixes, the meaning parts of words. Thus, he must use both phonetic and structural analysis. For spelling, he must be able to reverse these processes, discriminating sounds, identifying them and associating them with their visual symbols, translating these sounds into written symbols. He must also be able to build up words from their basic units, a process requiring knowledge of the principles involved in adding prefixes and suffixes.

2. Report of Related Research

Importance of Word Analysis Skills for Reading.

Evidence is strong that reading ability is dependent upon word analysis skills. The history of the teaching of reading, however, reveals many changes of emphasis in the teaching of these skills over the years. Harris says,

The reading systems of twenty years ago practically all included a systematic instruction in phonics as a major part of the instructional plans. There was a reaction against this when some research experiments indicated that children who were given intensive training in phonics tended to read somewhat more slowly and wish somewhat poorer comprehension than children who were given incidental phonics instruction.
Many teachers went farther than research workers suggested and discontinued giving any training at all in word analysis and phonics.¹

At present, reading authorities emphasize that phonics training and word analysis are useful and essential in the teaching of reading.

Paul McKee writes,

The problem is not that of deciding whether or not phonetic analysis should be taught, but the order in which those elements should be introduced, of selecting the manner in which phonetic elements and phonetic analysis are to be taught, of helping the child to apply his knowledge of phonics to the skillful analysis of words, and of teaching the pupil to use phonetic analysis economically - not alone - but in conjunction with the use of context.²

Kottmeyer says, "If phonics means a system of associating visual symbols with sounds...no person can be completely literate in the English language unless he can use such a body of skills."³

According to Dolch,

As the number of words becomes greater, the appearance becomes more similar. All these conditions, greater number, less repetition of new words and greater similarity of words - demand something more than sight method. They demand what is called "independence in word recognition", and that means some sort of phonetic attack.⁴


Authorities, while emphasizing the importance of phonetic knowledge, state that it is not the whole answer. Dolch\(^1\) analyzed 14,000 words in school textbooks and 19,000 words in a combined word list and concluded that there was a need for both letter phonics and syllabication if a satisfactory degree of independence in attacking new words was to be attained.

Gray,\(^2\) while stressing the importance of phonetic analysis, emphasizes that these understandings of basic principles should develop as generalizations based on the child's experience with words. He also reports that there is an ever-growing emphasis on practice in applying word analysis skills in genuine reading situations where the child is called upon to associate meaning as well as sound with new words he encounters.

Discussing word analysis skills at the high school level, McCullough\(^3\) says that the ear must be trained to hear the sound of the vowel or consonant, compound words must fall into parts, and polysyllabic words into roots and affixes. In addition, she asserts that the study of words must grow out

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\(^2\)Gray, *op. cit.*, p. 32.

of the students' reading, with words to be analyzed presented in sentences as much as possible since word analysis is a means to greater efficiency in reading, not an end in itself.

To the people who condemn phonetic training on the basis that it produces slow readers, Marion Monroe says,

Although it is desirable to be a speedy reader, it is better to be a slow reader than a non-reader; that although it is desirable to be able to recognize large thought units, it is better to read sentences word by word, or words sound by sound than not to read them at all; that although it is desirable to obtain meaning without the awareness of mechanics, it is better to get the meaning by mechanical steps than not to get the meaning at all.1

In support of this, Triggs comments,

If the student cannot recognize words quickly and accurately and cannot begin an attack on new words by dividing them into syllables...he will not gain much from training in vocabulary, rate or comprehension unless he can recognize words quickly without conscious effort.2

Research studies corroborate these statements of the importance of word analysis and phonetic ability, and many studies indicate that reading can be improved with increased knowledge of these basic skills.

Harrington3 paired 500 children in the second grade to

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1Monroe, Marion, Children Who Cannot Read, Chicago: The University of Chicago Press, 1933, p. 114.

2Triggs, Frances Orland, Remedial Reading - The Diagnosis and Correction of Reading Difficulties at the College Level. Minneapolis: University of Minnesota Press, 1943, p. 77.

study relationship of word analysis abilities to reading achievement. She concluded that there is a high positive relationship between knowledge of phonetics and reading achievement.

Browne, in an experiment with 326 sixth grade pupils, concluded that there is a specific value to reading achievement in simple systematic phonic lessons when these lessons are used as one of a number of aids to accurate word recognition. They are helpful to pupils deficient in reading and even more effective in stimulating better readers to further growth.

Tiffin and McKinnis, in their experiment with 155 pupils in grades five through eight, found phonic ability significantly related to reading ability. They concluded that it was highly probable that cases markedly deficient in phonic ability and not markedly deficient in other important characteristics, may be profitably treated by instruction and drill in specific principles of phonics.

Harrington and Durrell studied 1500 second grade children to determine the comparative influence on reading

1Browne, M. Dorothy, *Phonics as a Basis for Improvement of Reading*, Washington, Catholic University of America, 1938.


3Harrington, Sister Mary James and Donald Durrell, "Mental Maturity versus Perception Abilities in Primary Reading," *Journal of Educational Psychology*, 46 (October 1955), 375-380.
achievement of mental ability and certain perceptual abilities. They found that the ability to use phonics correlated most highly with reading achievement and that auditory and visual discrimination of words ranked high. Their conclusion was, "Specific instruction in phonics and in visual and auditory analysis of word elements is essential to success in building a reading vocabulary in the primary grades."\(^1\)

In a follow-up study of 129 first grade children, Faulkner, Kaufman and Levine\(^2\) undertook to discover the progress of a small group of children who had not made progress in Grade I in the knowledge of letter names, consonants, blends, applied phonics and reading achievement. These 129 were chosen on the basis of receiving a score of 10 or below on the Detroit Word Recognition Test.\(^3\) It was found a year later that their reading achievement had improved with an increase in knowledge of letter names, sounds and applied phonics.

After a four-year study at Horace Mann, Wilson\(^4\) concluded that the relations between abilities with letter

\(^1\)Ibid., p. 380.


forms and sounds on one hand and reading ability in terms of word, sentence and paragraph reading, are remarkably close; that the form and sounds of the basic symbols of reading have a vital place in beginning reading.

Hester\(^1\) in 1942, tested children referred to the University of Pittsburgh Reading Laboratory and found that among these children there were many unknown or incorrectly given letter sounds and many errors in blends, with high frequency of errors among children who had difficulty in reading. Among these children was a high percentage who lacked, partially or entirely, a knowledge of phonics. She concluded that

Although the ability to use configuration clues and the context in unlocking new words is important, unless the child has some concept of letter sounds, he will be unable to attack new words independently when other methods fail.\(^2\)

On the matter of importance of letter names and sounds, further evidence comes from Gates\(^3\) who found in an experiment at the Horace Mann School, that one of the best indicators of ability to read was a knowledge of letter symbols, both form and sound, and that these abilities may be improved by instruction.

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Hudak and Wentzel concluded from their study that "a knowledge of letters before formal reading aids children in attaining success in beginning reading,"¹ while Haskell,² on the other hand, after a study of 639 first grade children for the effect of letter knowledge on reading achievement, reported little relationship.

Support for the theory that improving phonics proficiency improves reading ability in the upper grades as well as the lower, comes from Witty and Olson,³ in reporting work with non-readers in high school. They say that phonics exercises to give practice to principles formulated by the pupils were particularly successful with older pupils.

Rogers,⁴ in her research into the relationship between phonic ability and certain aspects of reading at the college level, concluded that training in phonics has been found helpful in work with poor readers even in college. She gave individualized training in phonetic principles to college students who were poor readers, and said,


⁴Rogers, Maurine V., "Phonic Ability as Related to Certain Aspects of Reading at the College Level," Journal of Experimental Education, 6 (June 1938), 381-395.
The large improvement seems to validate the use of phonics instruction at the college level, for poor readers can make use of these principles in actual pronunciation... The improvement in pronunciation came largely due to the ability to connect visual symbols with known auditory symbols.¹

In addition to these studies substantiating the theory that knowledge of word analysis skills is correlated with reading ability and that improvement in these skills increases reading competence, we have considerable evidence that much reading retardation is due to a weakness in these word attack skills.

At least 12% of pupils in school today have not acquired the degree of skill in word identification which they can be expected to acquire. Some have no effective means of identifying words independently... do not even know crucial sounds of letters and groups of letters.²

writes McKee, who concludes that the instruction which schools give should be more helpful, definite and systematic.³

Roberts⁴ states that comprehending what one reads is primarily accurate recognition and understanding of printed symbols and that for the high school retarded reader "recognition" lags far behind "understanding." He adds that school authorities who are increasingly concerned over this deficiency

¹Ibid., p. 386.
²McKee, Paul, op. cit., p. 41.
³Ibid.
in reading find much material available to improve speed and comprehension but, while texts are available for lower school levels to help the pupil overcome his inability to interpret word symbols, there is little offered for high school pupils. Lack of auditory discrimination of word elements and lack of visual discrimination of the differences between words and letters which look somewhat alike, are listed as first and second in importance as causes of failure in reading, by Durrell and Sullivan.¹

**Importance of Word Analysis Skills for Spelling.**
Research into the characteristics of good and poor spellers indicates that there is a relationship between word analysis skills and spelling ability, and that improving these analytical skills improves spelling.

Russell,² in a study of good and poor spellers, using sixty-nine pairs of children, found the poor spellers inferior in auditory discrimination, failing to make a varied analytical approach to new words. He concluded that "Some definite training in word study, letter sound and combining syllables, is needed by most children."³


Mack studied 453 fifth grade children to investigate the importance of various word analysis abilities in reading and spelling achievement and found a high positive relationship between phonetic ability, spelling achievement, visual discrimination and mental age.

Kottmeyer says, "If children are taught in spelling to listen for sound elements in words and if they are taught the common visual representations which stand for these sounds, they develop a useful power beyond visual memory to guide their spelling."2

Support for this belief comes from Hudson and Toler,3 who, in an experiment with 259 pupils in Grades IV, V, and VI, found the poorest spellers deficient in both auditory discrimination and visual analysis, and conclude there is a positive relationship between good spelling and phonetic ability. They used "Building Word Power"4 and "Ready to Read"5 with instruction in auditory and visual discrimination. A spelling

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4Durrell, Donald and Helen Sullivan, op. cit.

5Durrell, Donald and Helen Sullivan, Ready to Read, Yonkers-Hudson, World Book Company, 1941.
test given at the end of the experiment showed a gain of 85.2% over the initial spelling test. On the basis of their work, they suggest that an increased emphasis be placed on the association of auditory and visual patterns which make up words, in order that pupils may generalize in trying to spell words for which they do not have a clear image.\(^1\)

In another study of the effect of training in auditory discrimination and the structural analysis of words on achievement in spelling in Grade VI, Derry\(^2\) found that exercises in reviewing initial and final consonant blends and phonograms, teaching of prefixes, suffixes and word roots has enough value to warrant their use.

Sawyer\(^3\) compiled, tabulated and analyzed sixty sixth graders' ability in auditory and visual discrimination to ascertain how these skills affect spelling. Comparing the twenty best spellers with the twenty poorest spellers in each of the perception tests, she found a significant difference in spelling achievement favoring those with high auditory and visual scores.

\(^1\) Loc. cit., Hudson and Toler.


Horn, in his summary of research on the teaching of spelling, says, "evidence seems to justify considerable emphasis on phonics as an aid to spelling rather than a substitution for systematic study." He adds that we need more complete evidence on the principal ways in which each sound is spelled in various word positions, on types of errors made, on phonetic rules practicable to teach and on the effect of teaching. Pointing out that words with suffixes tend to give children more difficulty than base words, he advocates the teaching of certain rules, but only those applying to a large number of words and those which have few exceptions. These rules, he says, should be developed inductively and regularly applied, to be effective.

The importance of syllabication in learning to spell, particularly when the syllables are pronounced, is stressed by Wolfe and Breed, who studied the effects of teaching words divided into syllables as against undivided words. Fifty-two poor spellers in Grades IV, V and VI were divided into two groups with words taught similarly to both groups except that


2Ibid.

3Ibid., p. 201.

for the experimental group they were syllabified. The final test showed the superiority of syllabication, more noticeable with the younger than the older pupils.

Fleishman\(^1\) conducted a study to evaluate the effect of a planned phonetic program in formal instruction to spelling in Grade II. She used standardized achievement tests before and after giving twenty lessons covering an intensive four-month program of visual and auditory discrimination plus word analysis and meaning. The results of the experiment showed a notable decrease in the comparison of percentage of error on phonetic elements before and after the use of the lessons.

Smith\(^2\) experimented with the effect of auditory perception exercises on the spelling of twenty-three pupils in Grade VII. After twenty lessons there was significant improvement in the spelling of the experimental group as compared with that of the control group.

Instruction in phonics gave good results in improved spelling, according to Furness,\(^3\) who emphasized that lack of


phonics skills contributes to the incidence of poor spelling.

Zedler,\textsuperscript{1} using controls, found statistically significant gains when phonic training was given and its effect measured on speech sound discrimination and on spelling performance.

Russell\textsuperscript{2} developed a manual for building spelling power and studied the effects of its use. The manual contains thirty lessons with specific directions for presentation of material and teaching. In forty classrooms, Grades IV, V and VI, over a period of eleven weeks the experimental groups were given these thirty lessons in word analysis in place of regular spelling instruction. Tests given at the end of the experiment showed that the experimental groups averaged a gain of four times as much as the control groups. The control group mean gain was 1.90; the experimental group mean gain was 8.97 with a difference of 7.07 and a critical ratio of 3.86. In each experimental group the lower third made greater gains than the upper third, although each third made gains.

Russell concludes,


This study supports the beliefs that poor sound images are perhaps the greatest handicap in spelling; ability to produce sound images in writing must be taught; syllabication helps to improve the visual memory of words and teacher-directed instruction is most valuable. It is not satisfactory merely to buy a spelling book and follow its directions - as they tell teachers to do everything but teach. If schools are to stress the development of spelling power, they must devote specific time to word analysis related to writing words. This must not exclude specific teaching of non-phonetic words which will always be needed.  

**Interrelationship between Reading and Spelling.**

The close relationship between reading and spelling is attested to by reading authorities and substantiated by research.

Furthermore, the reading process is actually the direct reverse of the spelling process. In reading we move from the written form of the word to its spoken form to its meaning. In spelling, we start with the meaning and move to the word in our oral language which will express its meaning and thence to the written symbol expressing it.

In much the same way, Gillingham says, "In its essential purpose, reading means the extraction of thought from written or printed symbols and writing means the expression of one's thought in such symbols."

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1Ibid., p. 109.


3Gillingham, Anna, *Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship*, Published and distributed by Anna Gillingham, 25 Park Avenue, Bronxville, New York, 1946, p. 5.
Durrell\textsuperscript{1} refers to the fundamental psychological skills underlying reading and spelling as similar, and says that reading ability correlates closely with spelling ability.

Horn\textsuperscript{2} asserts that spelling and reading abilities are closely related with the correlation between spelling and reading nearly as high as that between intelligence and reading. He further points out that few persons who are excellent readers are poor spellers and few, if any, poor readers are good spellers. It is through reading that many pupils learn to spell, he says, and lists among the contributions of reading to spelling, the use of the dictionary and the improvement of pronunciation through oral reading, plus the ability to associate letters with sounds. He refers to evidence that instruction in phonics is more beneficial to spelling than to reading, even though it is taught in connection with reading. Configuration and text help out in the reading where spelling and deciding which letter for which sound, provides no such outside help. He adds that spelling abilities are improved as a concomitant to the development of reading ability, through word analysis.

Kottmeyer says, "If we see the relationship between reading words and spelling words, we can build spelling skills

\textsuperscript{1}Durrell, Donald, \textit{Improvement of Basic Reading Abilities}, Yonkers-on-Hudson, World Book Company, 1941.

when we teach reading and reading when we teach spelling."¹

Peake,² in a study of the relationship between spelling ability and ability in reading, correlated scores in word meaning with spelling scores and concluded, on the basis of a correlation of .314, that abilities in these two subjects tend to accompany each other.

Rudisill³ did an intercorrelation study on reading, spelling, and phonics knowledge, finding intercorrelations of reading, spelling and phonics knowledge about equal: reading and spelling; .72; reading and phonics knowledge; .71; spelling and phonics knowledge; .69.

At higher grades, McCullough⁴ states that students tend to be good or poor in both reading and spelling, and to improve or deteriorate in both as they go through high school.

Studies cited in preceding pages have demonstrated that training in word analysis skills has improved reading ability; others have shown that such training has improved spelling. There are indications that improvement in both skills follows this type of instruction.

¹Kottmeyer, William, op. cit., p. 602.
²Peake, Nellie L., "Relation Between Spelling Ability and Reading Ability; Journal of Experimental Education 9 (December 1940), 192-193.
⁴McCullough, op. cit.
Niles summarized the results of instruction in word analysis skills on reading and spelling, and concluded,

Many of the coefficients of correlation indicate a considerable degree of relationship. It does not necessarily follow that training in the skills will produce improvement in reading and spelling. However, several studies have indicated strongly that such improvement does take place, at least in the case of pupils in the elementary schools.¹

Nugent² studied two second grades where the experimental group of 27 children was taught one ten-minute period of word analysis daily for fifty consecutive school days. The control group of 30 children did not receive this information. Her conclusion was

In the phonics test administered at the beginning of the experiment, the control group was better than the experimental group. At the end of the experiment, the experimental group's score was better. A critical ratio computed from these differences was 1.01 which is not statistically significant. However, in the Metropolitan Reading Test given at the end of the experiment the experimental group was superior with a critical ratio of 5.06 and in the spelling test the experimental class was superior.³

She concluded that specific training in word analysis does improve reading and spelling achievement.⁴

1Niles, op. cit.


3Ibid., p. 22.

Summary. Studies quoted have shown that word analysis skills are important for reading; children with high auditory and visual discrimination and good phonic ability tend to read better than those with little skill in these areas. Research has shown this to be true throughout the grades, from the first grade to college. Evidence has also been presented to show that training in word analysis skills effects improvement in reading.

Similarly, it has been demonstrated that spelling achievement correlates closely with word analysis skills, both phonetic and structural. Good spellers tend to have significantly higher auditory and visual discrimination and better knowledge of phonics and word structure. It has also been found that training in these skills resulted in improved spelling.

It appears, then, that word analysis is basic for both reading and spelling, that reading and spelling are closely related and that improvement in both has resulted from instruction in word analysis skills.

Since this is so, exercises to teach these skills should be helpful in improving reading and spelling of pupils who are weak in word analysis.

3. Methodology

Introduction. Since the evidence which has been presented indicates that the construction of a workbook to
teach word-analysis skills has validity, and research which has been cited, affirms the value of such teaching, the problem still to be solved is that of method.

Studies to which references have been made have followed different plans. Some have stressed auditory and visual discrimination; some have offered drills on specific phonetic elements; some have emphasized syllabication and others the study of roots and affixes. No attempt has been made here to evaluate these different types of word analysis, nor will any one of these be the plan of this workbook.

The method chosen for these exercises has been derived from two sources: first, standard procedures for teaching word analysis skills in the elementary schools and second, plans followed in two workbooks for high school pupils, one for improving reading, and one for improving spelling. Since a general similarity was found in all these materials both as to content and sequence of presentation, this workbook follows what seems to be an accepted plan.

Elementary school procedure as suggested by Gray and McKee. The sequential program in word attack suggested by Gray is presented in five major application levels as follows:

At Level One, in general the child applies his knowledge of single consonants in attacking new words and he applies his knowledge of simple inflectional endings, -s, -'s, -ed, -ing. At this level he should be able to attack a word form which is like a known word except for a single initial or final consonant letter or a known structural element.
At Level Two he applies his knowledge of two-letter consonant symbols, that is of consonant blends and the special symbols wh, th, oh, sh and ng. He also identifies root words in inflected forms in which the final consonant is doubled before the ending.

At Level Three he applies his knowledge of vowel elements to attack any one-syllable word in which the vowel sound may be determined by associating the appropriate sound (or sounds) with the symbols ow, ou, oi, oy, or oo, or by applying general principles that aid in determining vowel sounds. He is able to attack an inflected form in a known root in which the final y is changed to i, or the final e is dropped before the ending.

At Level Four the child applies both structural and phonetic analysis to words of more than one syllable. In doing so, he applies his knowledge of general principles of syllabication and of principles that aid in determining vowel sounds, as well as his knowledge of accent. He also readily identifies such simple prefixes and suffixes as re-, dis-, im-, -ful, -ish, -ness, -ly, -y, and attacks words formed by adding these (or inflectional endings) to unknown root words of one or two syllables.

At Level Five for the first time he attacks words which are unfamiliar to him in sound or in meaning as well as in form. At this last level he uses the dictionary to derive both the sounds and the meanings of words.1

McKee, in his program for instruction in independent word identification, lists the following five tasks as basic to the teaching of any given phonetic element or structural element:

1. Teach the sound of the element.
2. Teach the form of the element.
3. Help the child associate the sound and the form.

---

4. Provide the practice which the child needs in order to associate the sound and the form of the element so thoroughly that his seeing of the form stimulates him to think the sound.

5. Provide practice for the child in using the element in conjunction with the context in working out the pronunciation of suitable strange words.

For teaching phonetic and structural analysis in the first six grades, McKee presents the following plan:

1. Phonetic analysis (Grade I)
   
   A. Teach the important single consonants in the initial position, the elements b, c (hard sound only), d, f, g (hard sound only), h, j, l, m, n, p, r, s (soft c sound only), t, w. Omit k, v, x, y, z.

   B. Teach the speech consonants ch, sh, th (two sounds), wh in the initial position only.

   C. Teach consonant blends, such as sk, sm, sn, sp, st, sw, tw, bl, br, gl, fl, pl, cl, fr, tr, in the initial position only.  

2. Structural analysis (Grade I)

   A. Teach the endings s, es, d, ed, in. When necessary, note the soft c sound and the z sound of es, and the t, d, and ed sound of ed.

   B. Present in oral form common compound words made up of familiar words.

3. Phonetic analysis (Grade II)

   A. Determine whether or not the child has learned the elements assigned to the first grade. Teach first those "first grade" elements which he has not yet learned.

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1McKee, op. cit., p. 247-248.
2Ibid., p. 254-255.
3Ibid., p. 255-256.
B. Teach the single consonants v and y in the initial position.

C. Teach important consonant blends not taught in first grade. Among those blends may be bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, scr, str, thr.

D. Teach the short sounds of the vowels a, e, i, o, u. To help pupils remember the sounds, use key words that begin with those sounds. Teach and use the terms vowel, long, short.

E. Teach the speech consonants ch, sh, and th in the final position.

F. Teach the consonant blends sk, sp, st in the final position.

G. Teach the vowel blends ow (grow) ow (cow) ou (our) oi, oy, ew, au, aw, oo (look), oo (room).

H. Teach the long sounds of the vowels as discovered in familiar so-called long vowel endings.

I. Teach the double vowels as they occur within words and as endings of words where the first vowel is long and the second is silent. Teach within words ai, ea, oe, au, aw, oo (look), oo (room). Teach as endings ie, oe, ue, ay, ee, ea.

J. Develop simple basic vowel rules.1

4. Structural analysis (Grade II)

A. Teach any first grade elements which have not been learned.

B. Teach the suffixes y, ly, er, est as added to familiar base words.

C. Teach the understanding that some words—compound words—are made up of two words.2

1Ibid., p. 295.
2Ibid., p. 297.
5. Phonetic analysis (Grade III)

A. Teach any first and second grade elements which have not been learned.

B. Teach the soft sound of c and the soft sound of g.

C. Teach the single consonants x and z in the final position only.

D. Teach the following partially phonetic words as sight words, but associate them together as sound groups: Though, dough-ought, bought-caught, taught, etc.

E. Teach the understanding that some letters sometimes have no sounds as b before t (debt) etc.

6. Structural analysis (Grade III)

A. Teach any first and second grade elements which have not been learned.

B. Teach the suffixes ful, less, er, or added to known words.

C. Teach the endings n and en added to known words.

D. Teach the prefixes bi, for, fore, un, re added to known words.

E. Develop further understandings of the meanings of compound words.

F. Begin instruction in the use of syllables, developing the understanding of the relation between the number of vowel sounds and the number of syllables in a word.

7. Phonetic analysis (Grades IV, V and VI)

A. Teach any elements and principles assigned to primary grades which have not been learned.

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1Ibid., p. 299.
2Ibid., p. 300.
3Ibid., p. 365.
8. Structural analysis (Grades IV, V and VI)

A. Teach elements and principles assigned to primary grades which have not been learned.

B. Teach the suffixes ness, ment, ward, ous, like, eous, teen, et, ious, able, ible, ic, ish, ant, ent, age, ance, ence.

C. Teach the prefixes dis, in, mis, anti, non, com, con, super, pre, tri, sub, post, ap, ad, ab, trans, en, de, inter, pro, ex, en, ob, per.

D. Provide practice in finding familiar base words in derivatives and variants.

E. If necessary review the use of syllables and syllabication suggested for third grade. Develop the following additional principles for syllabication:

1. In a word in which two consonants come between two vowels, usually the first syllable ends with the first of those consonants.

2. In a word in which there is only one consonant between two vowels, usually the first syllable ends just before the consonant.

3. In a word that ends in le, the consonant that comes before the l is part of the last syllable.\(^1\)

Survey of two workbooks. As was stated previously, there are few workbooks for teaching word analysis skills in a manner appropriate for high school pupils. From available material two have been chosen for review here. The first of these, "Basic Reading Skills,"\(^2\) is a reading workbook for ninth grade pupils providing materials for reviewing and

\(^1\)Ibid., p. 365.

reaching the basic reading skills vital to the interpretation and appreciation of worthwhile literature. It also provides lessons in getting the pronunciation and meaning of words independently including a step-by-step course in use of the dictionary.

Interspersed with reading and vocabulary exercises especially designed to improve interpretation and appreciation, are exercises for structural and phonetic analysis of words. These word analysis exercises are in the following sequence:

Consonant sounds - to check and strengthen pupils' ability to hear consonant sound and to associate them with the letters that stand for them. Pupils should know (1) what the consonant letters of the alphabet are; (2) which consonant letters have no sound of their own; (3) which sounds are represented by two letters.

Alphabetical order of words in a dictionary.

Consonant blends.

Long and short sounds of vowel letters.

Diacritical marks for long and short vowels and the differences between spellings and printed pronunciations such as are found in a dictionary.

Additional sounds of a (as in car and hall).

Silent consonant and vowel letters.

Syllables - what they are

Unstressed vowel sound, or schwa

Word roots as meaning units in inflected and derived form.

Principles of syllabication and effect of accent.

Consonant sounds represented by different letters or letter combinations.
Vowel letter a followed by w
Single vowel letter followed by r
Prefixes, suffixes and roots.

Identification of root word when final e of the root word is dropped or the final consonant is doubled.¹

Although beginning at a higher level and progressing to much more difficult words and generalizations, "A Spelling Workbook"² is based on a similar concept of association of sound and symbol, and of fundamental principles of word structure. In the preface, the author states,

It may be necessary to give more lessons than are planned, depending upon the need of the individual. This is especially true, for instance, if the pupil does not easily discriminate sounds or carry sound sequences. In most cases phonetic drill should be carried as a complement to all lessons.³

The lessons are presented in the following order:

Doubling final consonants
(us) spelled us, ous
(ch) spelled oh, teh
(j) spelled g, j, ge, dge
(k) spelled c, k, ch, ch

Syllable division (two consonants between two vowels)

Short vowel sounds

g and c (soft and hard sounds)

¹Gray, Horsman and Monroe, op. cit.
³Ibid.
Vowel long with silent e
Silent e rule
Suffixes ful and ly
Y rule
Syllable division (one consonant between two vowels)
Ie-el rule
Obscure vowel sounds
Prefixes
(er) spelled ar
(ur) and (er)
(sh) spelled ci, ti
Plurals
Possessives and contractions
Suffixes cal and cle; al and el; (l) spelled le; able and ible; ance, ant, ence and ent; ary, ery and ory.

Outline for this workbook. The exercises follow procedures recommended by the two reading authorities and used in the two workbooks cited. Starting with letters and progressing through polysyllables, they advance from the simple to the more complex, always working to reinforce association between sound and symbol. Of necessity, many simplifications have been made and exceptions to general principles have been largely omitted on the theory that variations can be understood more easily after basic principles have been thoroughly established.
The workbook has been planned as follows:

Alphabet

Long and short vowel sounds

Dictionary techniques

Diacritical marks

Initial consonant sounds

Consonant blends

Old - old words

Double $f$, $s$ and $l$

Final consonant doubled

Syllabication - two consonants between two vowels

$C$ and $G$, soft and hard sounds

Silent $e$ rule

Syllabication - one consonant between two vowels

Accent - effect on vowel sounds

Modified vowel sounds

Digraph sounds

Sounds of $oh$

Spellings of $(oh)$

Sounds of $sh$

Plurals

$Y$ - rule

Effect of $r$ on vowel sounds

Spelling of $(k)$

Spelling of final $(j)$
Sounds of a, au and aw
Scribal o
Ele, dle, tle, etc.
Diphthongs
Spellings of (ɔ)
Sounds of ie
Silent letters
Spellings of (i)
Sounds of ou
Sounds of ea
Sounds of ei
Spellings of (ɛ)
Spellings of (ã)
Spellings of (ə)
Ie - ei rule
Sounds of oo
Sounds of ew
Sounds of ue
Spellings of (ū)
Prefixes
CHAPTER II

WORD ANALYSIS EXERCISES FOR READING AND SPELLING

Purpose: These practice materials for high school pupils are designed to improve word analysis skills. To achieve the best results they should be prefaced and reinforced with explanation by the teacher.

Analysis of content: The phonetic and structural analysis skills covered in these exercises are listed below according to the elements taught. Since some exercises have a double function they are listed in more than one category, as for example, a lesson which presents both a spelling rule and a suffix.

Exercises

9 Single Letters
5 Consonant Blends and Digraphs
11 Diphthongs
6 Short Vowels
18 Long Vowels
11 Spelling Rules
17 Suffixes
11 Prefixes
4 Syllable Division
5 Dictionary Technique
Exercise 1

There are twenty-six letters in the English alphabet. Some of these are called vowels and the others, consonants. The vowels are a, e, i, o, u, and sometimes, y, (when it has the same sound as i). The other letters are consonants. The difference between a vowel sound and a consonant sound is that the vowel sound is open; that is, there is a free flow of breath which is not stopped by the lips, tongue or teeth. In making a consonant sound the breath is blocked. Each syllable in a word must have a vowel sound.

In the blank below write the alphabet in correct order, underlining the vowels and underlining twice the letter which is sometimes a vowel and sometimes a consonant.

Rewrite it using capital letters and underline as before.
Exercise 2

Without referring to your copy of the alphabet, answer the following:

Write the letter before a
Write the letter after m
Write the letter before I
Write the vowels in the order they come in the alphabet
Write the letter before n
Write the middle two letters of the alphabet
Is l in the 1st or 2nd half of the alphabet?

Number the following words in the correct alphabetical order:

hamlet ( ) box ( ) veteran ( ) tinsel ( ) cotton ( )

Number the following words in the correct alphabetical order:

yet ( ) soon ( ) tenth ( ) ready ( ) perhaps ( )

Number the following words in the order in which they would be found in the dictionary, remembering that if words all begin with the same letter, you must arrange them alphabetically by the second letter:

chin ( ) city ( ) corner ( ) curt ( ) cart ( )

Number the following words in the order in which they would be found in the dictionary:

prim ( ) part ( ) pest ( ) plot ( ) put ( )
Exercise 3

Copy in a list the following words in the order in which they would appear in the dictionary:
convict, contact, conical, condense, confide,
consist, conscience, conch, convex, congregate,
connote, cony

1.  7.
2.  8.
3.  9.
4. 10.
5. 11.
6. 12.

Using the words of the following sentence, copy each word in alphabetical order in a column:
With the invention of writing there became available a much more accurate and dependable means of preserving the lessons learned from race experience.

1.  12.
2.  13.
3.  14.
4.  15.
5.  16.
6.  17.
7.  18.
8.  19.
9.  20.
10. 21.
11. 22.

Do you have two words beside number 15 and number 18?
If you do not, check for an error.
Exercise 4

Each vowel has at least two sounds, one which we call the short sound and the other, the long sound.

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Short sounds</th>
<th>Long sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>apple</td>
<td>safe</td>
</tr>
<tr>
<td>e</td>
<td>end</td>
<td>these</td>
</tr>
<tr>
<td>i</td>
<td>it</td>
<td>pine</td>
</tr>
<tr>
<td>o</td>
<td>olive</td>
<td>home</td>
</tr>
<tr>
<td>u</td>
<td>up</td>
<td>mule</td>
</tr>
<tr>
<td>y</td>
<td>gym</td>
<td>type</td>
</tr>
</tbody>
</table>

Note that each word in the last column ends with a vowel which is not sounded – a silent e. This e makes the vowel before it "long" so that it says its own name, just as you name it when you are saying the alphabet.

In the following sentences, underline each letter which has a short vowel sound. If you are in doubt, use the words with the short sounds given above, as key words to give you the sounds you are listening for.

Almost everyone can improve his reading. Experiments show that most students can – with a little work – develop better reading habits. The Army’s program in reading proved this.
Exercise 5

This exercise is to help you find words in a dictionary more quickly. Webster's STUDENT DICTIONARY and Webster's COLLEGIATE DICTIONARY are suggested for use with this workbook.

Before you open a dictionary, you should think of the alphabet. Does the word you are looking for begin with a letter in the first or second half of the alphabet? Next, think of the letter just before and just after the one you are looking for. When you have found the right letter, look at the words at the top of the page, the guide words. The one at the top of the left column is the first word on the page and the one at the top of the right column is the last word on the page. Do not waste time by running your eyes up and down the columns looking for the word you want. Think of the alphabet and decide whether your word comes between the two words given.

The following four pages are set up like pages in the dictionary except that in addition to the guide words, the last word in the left-hand column has been given so that you can put the words in the correct column.

Insert the following words correctly on the pages of this skeleton dictionary.

glory, girl, glen, glove, glean, giggle, gift,
giraffe, gingham, glint, glance, girder, glade,
ginger, gibe, gladly, glaze, glider, gild,
globe, gladden, glib, glorify, gizzard
giraffe

give

gladiola
gladiolus

slide

glass blowing
glider  
glow

gloom
Exercise 6

When you look up a word in the dictionary, you notice that after the word there are parentheses ( ) in which the pronunciation of the word is given to you. This sound picture is made up of letters and symbols, or signs. These symbols are called diacritical marks. Although a key to these marks is given at the bottom of each page in the dictionary, it is helpful to know a few of the common symbols, what they mean, and their names.

Two of the most important are:

The breve ı̄ to indicate short vowel sounds

The macron — to indicate long vowel sounds

Different dictionaries use different symbols. These are the ones used in the Webster dictionaries, and are commonly used in reference books.

Make sound pictures for the following words, remembering that silent letters, like the silent e at the end of a word, are not shown in the sound picture.

run (run)
mane (mān)
sit
site
mule
ban
top
mope
breve
met
Exercise 7

You probably know the sounds the consonants make.
Check your knowledge on the following list, then write another word for each.

- b as in boy
- c as in cat
- d as in dog
- f as in fun
- g as in go
- h as in him
- j as in jam
- k as in keg
- l as in leg
- m as in man
- n as in no
- p as in pig
- r as in rat
- s as in sun
- t as in top
- v as in very
- w as in win
- x as in box
- y as in yes
- z as in zero
Exercise 8

The following words begin with two consonants. When they are spoken, the two sounds are blended together so that it is sometimes hard to hear that there are two. Read the following words. Beside each word write another word beginning with the same blend. As far as possible use words with the same kind of vowel sound as the original word. For example, if the word given has a short vowel sound, use another word with a short vowel sound.

- flat     flip     smile
- clove    close    swim
- blame    
- globe    
- slip     
- plate    
- spot     
- brave    
- score    
- crate    
- skin     
- drum     
- frog     
- grin     
- prize    
- trim     
- step     

Three letter blends

- strip
- scrap
- split
- sprig
Exercise 9

Many words end with blends also. Write a word to rhyme with each of the following:

- tusk
- grunt
- list
- blend
- stamp
- drift
- hilt
- flint
- frost
- lisp
- nest
- plant
- loft
- jump
- fast
Exercise 10

In some words of one syllable when ı or ough is followed by two consonants, the vowel sound may be long. These words are common words and should cause little trouble in reading, but may be a problem in spelling. They end with ıd, ťd and st. See how many you can add to the columns started below:

<table>
<thead>
<tr>
<th>old</th>
<th>child</th>
<th>bind</th>
<th>host</th>
</tr>
</thead>
<tbody>
<tr>
<td>bold</td>
<td>mild</td>
<td>kind</td>
<td>most</td>
</tr>
<tr>
<td>cold</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 11

What do you notice about the following words?
cliff, fell, bull, brass, bliss, small, sniff,
chess, cross, gull, cuff, swell, fuss, pill, muff

Write a rule which would help you in spelling this kind of word.

There are a few common words which are exceptions to this rule, but they are words you already know how to spell. They are: if, this, us, yes, bus, plus, gas and pal.

In columns below, write as many words as you can, ending with uffix; with ill; with oss.
Exercise 12

What happens to the spelling of a word when we add a suffix (ending) to a monosyllable (one-syllabled) word like run?

Read the following words:

run + ing - running  
run + er - runner  
big + er - bigger  
sun + y - sunny

but

big + ness - bigness  
sin + ful - sinful  
loaf + ing - loafing  
loaf + ed - loafed  
hunt + ing - hunting  
end + ing - ending

What do you note about doubling the final consonant in these monosyllables? Write in your own words what you think happens when a suffix beginning with a vowel is added to a monosyllable ending with a single consonant with one vowel before it. What happens when the suffix begins with a consonant?
Exercise 13

Write the words correctly in the second column.

- drop + ing
- dim + er
- sin + ful
- stab + ed
- plot + er
- gold + en
- floor + ing
- glad + ly
- sun + y
- slop + y
- rain + y
- sleep + er
- sell + ing
- ship + ed
- wet + er
- red + en
- grim + er
- book + ish
- snob + ish
- hop + ed
- red + ness
- big + est
- puff + ed
Exercise 14

When you see a long word you may not know how to divide it into small parts which you can pronounce. Unless you can do this you cannot work out unknown, long words. There are some rules to help you in learning how to do this.

Divide the following words and mark to show which vowels are short and which are long. Mark the accented syllable, the one to which you give the stress.

- hamlet  ḥaːm ˈleɪt  engage
- until  ˈən ˈtɪl  compete
- nutmeg
- admit
- goblet
- compel
- cactus
- costume
- capsule
- empire
- dictate
- Melrose
- inmate
- escape
- fantastic
- indignant
- September
- misfortune
- kindergarten
- establish
Exercise 15

Some consonants have more than one sound. The sound they make often depends on the letter that follows them.

G is a letter which has no sound of its own. Sometimes it has the sound of k as in cat and sometimes it sounds like an s as in cent.

Read the following words:

<table>
<thead>
<tr>
<th>cat</th>
<th>and</th>
<th>cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost</td>
<td></td>
<td>city</td>
</tr>
<tr>
<td>cute</td>
<td></td>
<td>lacy</td>
</tr>
<tr>
<td>clown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crowd</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

and you will see that before the vowels e, i, and y, the letter g has the sound (s). Note here that a letter in parentheses indicates that you should say the sound. A letter underlined means that you should name it.

Divide the following words into syllables and put the sound of the g in parentheses after the word. It will be (k) or (s).

<table>
<thead>
<tr>
<th>cannon</th>
<th>can non (k)</th>
<th>picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>cancel</td>
<td>can cel (k) (s)</td>
<td>circus</td>
</tr>
<tr>
<td>cliff</td>
<td></td>
<td>combat</td>
</tr>
<tr>
<td>cascade</td>
<td></td>
<td>compare</td>
</tr>
<tr>
<td>census</td>
<td></td>
<td>concrete</td>
</tr>
<tr>
<td>central</td>
<td></td>
<td>picnic</td>
</tr>
<tr>
<td>cactus</td>
<td></td>
<td>cylinder</td>
</tr>
<tr>
<td>dictate</td>
<td></td>
<td>cymbal</td>
</tr>
</tbody>
</table>
Exercise 16

G is a letter which behaves in much the same way that g does. Note the following words:

<table>
<thead>
<tr>
<th>gate</th>
<th>gem</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>ginger</td>
</tr>
<tr>
<td>gun</td>
<td>gym</td>
</tr>
<tr>
<td>glum</td>
<td>grin</td>
</tr>
</tbody>
</table>

Like g, G says (j) before g, i and y. You may say that you know many words in which g says (g) before an e or an i.

You are right. Many of the common words which we use everyday have come down to us from the people who lived in England many hundreds of years ago. Some of these words are get, girl, begin and give, and we still pronounce them with the (g) sound, the "hard" sound of g which these Anglo-Saxons used.

You should remember, however, that g usually says (j) before an e, i or y, and when you are trying to work out an unknown word you should try the (j) sound for the g.

Copy the following words in syllables. Mark the long and short vowels, put on the accent mark and in parentheses, put the sound of the g or g's in the word.

<table>
<thead>
<tr>
<th>gentle</th>
<th>gypsum</th>
</tr>
</thead>
<tbody>
<tr>
<td>gospel</td>
<td>gymnastic</td>
</tr>
<tr>
<td>gallon</td>
<td>gender</td>
</tr>
<tr>
<td>gossip</td>
<td>giblet</td>
</tr>
<tr>
<td>grommet</td>
<td>glutton</td>
</tr>
<tr>
<td>faggot</td>
<td>grapnel</td>
</tr>
<tr>
<td>urgent</td>
<td>embargo</td>
</tr>
</tbody>
</table>
Exercise 17

You have learned how to add a suffix to a monosyllable ending with a consonant. Now suppose you have a word ending with a silent e. What happens when you add a suffix to it?

hope  hoping  hoped  hopeful
You will see that it makes a difference whether the suffix begins with a vowel or a consonant, just as it made a difference in the doubling rule. State the rule for adding a suffix to a word ending with a silent e.

Add the suffixes to the following words rewriting the word:

ride + er  rider  care + ful
hope + ing  slime + y
use + able  invade + er
like + ly  hope + less
admire + ing  use + ful
fame + ous  excite + ment
scare + ed  complete + ly
late + ly  cute + est

What two suffixes change a verb to a noun?

Which suffix changes a noun to an adjective?
Exercise 18

Some very common suffixes are: ed, ing, er, est, ful, ly and ness. Using these suffixes, add an ending to each of the following words. Be sure you make a real word. Check in the dictionary if you are doubtful.

bake
hope
like
pure
wake
time
pile
brave
dine
shine
ripe
care
safe
lone
tune
sure
use
complete
sincere
Exercise 19

Study the following words, then put them in the correct column, depending on whether they are Doubling Rule words or Silent E Rule words. Beside each word write the original word before the suffix was added.

planing, diner, mopping, scarred, hoping, slimy, lovable, used, slimmer, dropping, hidden, scared, planned, blotter, eraser, hazy, loafing, endurance, bluish.

<table>
<thead>
<tr>
<th>Doubling Rule</th>
<th>Silent E Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 20

When a word ends with ed, how do you pronounce it?

Read the following words and write after each in parentheses, the sound of the ed.

rented ( ) sailed ( ) jumped ( )

Add ed to the following words and put them in the correct columns according to the sound of ed: seem, pull, slip, snow, talk, wait, want, open, smell, poke, crowd, need, reach, bloom, grab, chase, pick, play, cry, hope, hop.

( ed) (d) (t)

Check your spelling. Add at least three words to each list.
Exercise 21

In many words which have a double consonant, we hear only one. You have had one group of these. For example: dress, stiff, pill.

You have also learned that with certain words you double the final consonant when you add a suffix beginning with a vowel. Examples: run, runner; stop, stopping. Do you hear both these consonants?

Do you hear the consonant in the accented or in the unaccented syllable?

Divide the following words into syllables and mark the vowels, remembering that no letter which is not heard, should appear.

hopping (hop ing)
redden
 tipping
 snappish
 gritty
 biggest
 fitted
 stubby
 slimmest

Does the accent fall on the main part of the word, (the root), or the suffix?
Exercise 22

You have learned to divide a word into syllables when the word has two consonants between two vowels. The next problem is what to do when you have only one consonant between two vowels. It usually goes with the second syllable, but it may go with the first and you must try it both ways to find out which is right.

Example: baby /ˈbeɪbi/ by /ˈbaɪ/
but /bʌt/ habit /ˈhæbit/ it /ɪt/

Notice the vowel sound when the vowel is at the end of the syllable, as in baby. What kind of vowel sound do you find when the consonant stays with the first vowel?

Divide the following words into syllables and mark the long and short vowels. Also, put the accent mark on the stressed syllable. In all words with an o use an ō or a ō for the sound of the o.

rapid /ˈræpid/ (rap-id) chapel
travel
pupil
polish
stupid
vanish
decent
comet
vowel

credit
frequent
item
label
modest
rural
solo
topic
Exercise 23

Accent, or the extra stress that we place on certain syllables in a word, has considerable effect on vowel sound. Read the two lists of words below and then write what effect accent has on the pronunciation of a final \( y \) in a word. Make the sound pictures for these words.

Mary (\( \text{me} \, \text{'ri} \))

candy
do
opy
merry
fancy

July
deny
rely
reply
defy

The effect of the accent is

Does it sound to you as if the final sound in the words in the first column is \( \text{i} \), the short sound of \( y \) or \( i \)? Check the word fancy in your dictionary for the correct pronunciation. Note that this final \( y \) in an unaccented syllable has the \( \text{i} \) sound, although most Americans pronounce it like a lightly stressed \( \text{e} \).

Now think back to the rule for syllable division in words with one consonant between two vowels. You learned that in the accented syllable if the vowel was long it was at the end of the syllable and the consonant went into the following syllable. If the vowel was short, it held the consonant with it.

baby \( \text{be} \, \text{'by} \)
rapid \( \text{'rap} \, \text{'id} \)
Exercise 24

You have seen that accent affects the sound of a final \( y \) in a word. Read the following words and listen to the sound of the vowels in the first syllables.

debate, propel, unite

Because you are hurrying over the first syllable to accent the second syllable, the vowel sound is not really long. It is called a half-long vowel sound and is marked with a modified macron \( \underline{\ddot{a}} \). This is used for the vowels \( \underline{e}, \underline{o} \) and \( \underline{u} \).

Look at the following words:

alone, not \( \underline{æ} '/\text{one} \) or \( \underline{æ}'/\text{lone} \) but \( \underline{æ} '/\text{lone} \)
cigar, not \( \underline{æ} '/\text{gar} \) or \( \underline{æ}'/\text{gar} \) but \( \underline{æ}'/\text{gar} \)

An \( \underline{a} \) becomes "obscure" and we mark it with one dot, while the \( \underline{i} \) is short and is marked with a breve.

Make sound pictures for the following words, remembering

1. No letter which is not sounded is in the sound picture
2. The sound of the letter \( \underline{g} \) is either \( (k) \) or \( (s) \)
3. The sound of the letter \( \underline{g} \) is either \( (j) \) or \( (g) \)

<table>
<thead>
<tr>
<th>solid</th>
<th>decided</th>
</tr>
</thead>
<tbody>
<tr>
<td>recite</td>
<td>agent</td>
</tr>
<tr>
<td>cigar</td>
<td>human</td>
</tr>
<tr>
<td>colic</td>
<td>Brazil</td>
</tr>
<tr>
<td>vacate</td>
<td>lazy</td>
</tr>
<tr>
<td>canal</td>
<td>rely</td>
</tr>
<tr>
<td>locust</td>
<td>rebel</td>
</tr>
</tbody>
</table>

(two different ones for this)

Check at least two in the dictionary.
Exercise 25

This chart will help you understand the diacritical marks you have studied.

<table>
<thead>
<tr>
<th>Long</th>
<th>Shorter</th>
<th>Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>ــa-</td>
<td>ــa-</td>
<td>ــa</td>
</tr>
<tr>
<td>ــe-</td>
<td>ــe-</td>
<td>ــe</td>
</tr>
<tr>
<td>ــi-</td>
<td>ــi-</td>
<td>ــi</td>
</tr>
<tr>
<td>ــo-</td>
<td>ــo-</td>
<td>ــo</td>
</tr>
<tr>
<td>ــu-</td>
<td>ــu-</td>
<td>ــu</td>
</tr>
</tbody>
</table>

Here are some common words with the sound of an ٔ in an unaccented syllable. Read them. Add three words to each.

alone    soda
along    tuba
about    panda
ago      China
adore    banana
across   sofa

This obscure ٔ is a hard sound for spelling. It sounds like the short ٔ sound (u̯). When you hear that sound alone in a syllable at the beginning or end of a word, it is usually spelled with an ٔ.
Exercise 26

You have learned that letters may have more than one sound. For instance, vowels are either _______ or _______.

G is hard before a, o and u when the sound it makes is ( ), and soft before __, __ and __, when it makes the sound ( ).

G is also usually soft before __, __ and __.

Not only do individual letters have different sounds at different times, but often combinations of letters have a sound unlike that of either alone.

First we shall deal with consonant digraphs - two consonants with a single sound. These are also called speech consonants. For example, ch is not a sound of c plus a sound of h, but a new sound.

Read the following.

ch  chin (ch)  chiffon (sh)  chorus (k)
sh  ship
th  thin  these
wh  when
qu  quite
ph  phone
Exercise 27

Most of these digraphs present little trouble for reading, once you know the sound they represent. The confusing one is ch. This is most commonly pronounced (ch) as in chin, but in many words which come to us from French, it has the (sh) sound as in chef, machine, and chaperone. Also, it is pronounced (k) in words which come from Greek, such as chorus, choir and monarch. You need to know these three pronunciations so that if one does not give you the sound of a word you recognize you can try another.

List the following words in columns according to the sound of ch. Then add three words of your own to each list.

chop, punch, chef, ache, chime, machine, echo, chiffon, chivalry, stomach, scheme, chicken, chill, school, teach, quench, parachute, mustache, schooner, chase, much, orchid, chimney, orchard

(ch) (sh) (k)
Exercise 28

The sound (ch) is sometimes spelled toch. Do you have any idea when you use toch and when oh? Note the following words:

<table>
<thead>
<tr>
<th>chop</th>
<th>bench</th>
<th>but</th>
<th>catch</th>
</tr>
</thead>
<tbody>
<tr>
<td>chant</td>
<td>church</td>
<td>teach</td>
<td>ditch</td>
</tr>
<tr>
<td>chat</td>
<td>teach</td>
<td>couch</td>
<td>clutch</td>
</tr>
</tbody>
</table>

It can be summed up like this: toch is not used at the beginnings of words. It is used to spell the final (ch) sound after a short vowel in words of one syllable and a few longer words, the more common of which are, kitchen, hatchet, and butcher. There are a few common words which you already know how to spell, which do not fit this generalization. They are: much, rich, which and sandwich.

Insert either ch or toch in the blanks below:

por___  ___air
ca___  the ball
wicked wi___
ran___  cowboys
ki___en knives
di___  digger
lun___  basket
baseball pi___er
artist's ske___es
school tea___er

Write sentences using ch and toch words, at least three of each.
Exercise 29

Like the letter o, the letter s has two common sounds, (s) and (z). Pronounce to yourself - sit, see and send. Now say - is, has and nose. Usually s has the (s) sound, but often when it is between two vowels as in these and those, and sometimes when added to a word to make it plural, possessive or a different verb form, it is pronounced (z).

There are two other sounds for the letter s. These are not so common, but you should know them. Say the words, sure and measure. How would you make a sound picture for these two sounds? ( ) ( )

Write the following words in columns according to the sound of s.

six, blest, music, sugar, insurance, master, cascade, ease, lose, boys, babies, issue, poison, fuse, crest, vessel, reason, treasure, boxes, usual, congress, class, phrase, men's, slipper, person

(s) (z) (sh) (zh)

Note: When the letter s is double, it has the sound (s). s before y is often pronounced (sh).
Exercise 30

Test yourself on the following words to see if you know how to form plurals correctly. In column II write the plural of the word in column I.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td></td>
</tr>
<tr>
<td>tiger</td>
<td></td>
</tr>
<tr>
<td>church</td>
<td></td>
</tr>
<tr>
<td>horse</td>
<td></td>
</tr>
<tr>
<td>box</td>
<td></td>
</tr>
<tr>
<td>dress</td>
<td></td>
</tr>
<tr>
<td>ash</td>
<td></td>
</tr>
<tr>
<td>cake</td>
<td></td>
</tr>
<tr>
<td>quiz</td>
<td></td>
</tr>
</tbody>
</table>

Check your spelling of the plural of quiz in the dictionary and write the explanation of the spelling.

Write your rule for forming plurals.
Exercise 31

Take another group of words and make them plural, then see if you can write the rule for plurals of words ending in \( y \).

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td></td>
</tr>
<tr>
<td>lady</td>
<td></td>
</tr>
<tr>
<td>cry</td>
<td></td>
</tr>
<tr>
<td>city</td>
<td></td>
</tr>
<tr>
<td>joy</td>
<td></td>
</tr>
<tr>
<td>turkey</td>
<td></td>
</tr>
<tr>
<td>donkey</td>
<td></td>
</tr>
<tr>
<td>penny</td>
<td></td>
</tr>
<tr>
<td>industry</td>
<td></td>
</tr>
<tr>
<td>berry</td>
<td></td>
</tr>
</tbody>
</table>

\( g uy \)

(note the \( u \) after the \( g \) keeps the \( g \) hard)

Hint for rule; look at the letter preceding the final \( y \).

Write rule here.
Exercise 32

There are two other groups of words which present a problem in the spelling of the plural form.

1. Nouns ending in o.

   If the letter before the final o is a vowel, just add s, but if it is a consonant, you may add either s or es. You will have to consult the dictionary to be sure.

   | radio          | but  | silo        | veto        |
   | radios         |      | silos       | vetoes      |
   | shampoo        |      | shampoos    |            |

2. Nouns ending in f or fe.

   Usually you add just an s to form the plural, but many of them change the f or fe to ves.

   | roof           |      | roofs       |            |
   | loaf           |      | loaves      |            |
   | wife           |      | wives       |            |

In column II write the plurals of the words in Column I.

<table>
<thead>
<tr>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>studio</td>
</tr>
<tr>
<td>pony</td>
</tr>
<tr>
<td>tray</td>
</tr>
<tr>
<td>pencil</td>
</tr>
<tr>
<td>shelf</td>
</tr>
<tr>
<td>puppy</td>
</tr>
<tr>
<td>chimney</td>
</tr>
<tr>
<td>library</td>
</tr>
<tr>
<td>tax</td>
</tr>
<tr>
<td>atlas</td>
</tr>
<tr>
<td>page</td>
</tr>
<tr>
<td>rodeo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Exercise 33

You remember that when you write the plural of a word ending in *y*, you sometimes change the *y* to *i* and add *es*.
Rewrite the rule here and give examples to illustrate.

Now look at the following words and write the rule for adding a suffix to a word ending with *y*.

- enjoy, enjoyed, enjoyment, enjoying
- cry, cried, crying
- merry, merriest, merriment

Using any of these suffixes (er, est, ly, ness, ing) add a suffix to each of these words:

- heavy, sleepy, noisy, ready, busy, destroy, lucky, pray, copy, employ, envy, study, healthy.
Exercise 34

The letter r affects the sound of the vowel preceding it. Read the following words and listen to the sound of the vowel before the r: far, hornet, burn, baker. To show the sound of a in far, the a is marked with two dots. The mark used over the o in hornet and over the u in burn is called a circumflex and the mark over the e in baker is a tilde. What is the difference in sound between the ur in burn and the er in baker?

List the following words in columns according to sound: hermit, doctor, turnip, circus, unburden, orbit, hard, fern, storm, timer, pastor, absurd, carpet, formal, parcel, interfere, garlic, margin, bombard, peppermint, tenderness, imperfect, discard, forest

är as in far ūr as in hornet ūr as in burn ĕr as in baker

Now choose any five of these words and write them below, with the sound picture for each.
Exercise 35

At the top of each list below are three different sounds for a vowel. On the line before each word in the list, put the number of the vowel sound.

1. i as in it 1. e as in egg
2. i as in pine 2. e as in me
3. i as in bird 3. e as in her

bridge

— tiger

— circus

— cries

— listen

— bonfire

— hide

— girl

— bright

— anvil

1. o as in olive
2. o as in pony
3. o as in order

— born

— job

— cot

— open

— pocket

— honest

— Scotch

— snort

— joke

— told

1. a as in olive
2. a as in pony
3. a as in order

— born

— job

— cot

— open

— pocket

— honest

— Scotch

— snort

— joke

— told

1. a as in apple
2. a as in apple
3. a as in car

— bacon

— rapid

— bark

— mast

— shape

— stamp

— change

— bang

— cigar

— spark
Exercise 36

Number the words in each list to match the appropriate sounds at the top.

1. **ch** as in chorus
2. **ch** as in chop
3. **ch** as in Chicago
   - bench
   - chemistry
   - charm
   - Christmas
   - machine
   - chef
   - echo
   - check
   - parachute
   - stomach

1. **th** as in thin
2. **th** as in these
   - think
   - thirty
   - breathe
   - together
   - arithmetic
   - bathing
   - thirsty
   - beneath
   - north
   - rather

When does **th** have a **voiced** sound?
Exercise 37

Note the spelling of (k) in the following words.
lake, blank, cook, black
smoke, ask, soak, clock
When do you find the ok spelling for the sound (k)?

Fill in the blanks with k or ok

Thanksgiving Day
bully page
frogs croak
min coat
magic tri
stu in the mud
soap flares
smo ing fire
spea aloud
corn husk
train tra
woodcha hole

Add ing, ed or er to the following words and put them in the k or ok column: bake, back, smoke, smock, take, track, like, lick, look, lock, strike, slick, leak, fleck, fake.

k

ok
Exercise 38

The sound (k) has two other spellings which are rather common. The words in the first column come to us from the Greek, and those in the second from the French. Note that the que spelling for (k) comes at the end of the word and makes the sound of an AĞ before it, sound (e). Copy these words.

<table>
<thead>
<tr>
<th>oh</th>
<th>Copy</th>
<th>que</th>
<th>Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ache</td>
<td>Copy</td>
<td>mosque</td>
<td>Copy</td>
</tr>
<tr>
<td>chorus</td>
<td>antique</td>
<td>grotesque</td>
<td>physique</td>
</tr>
<tr>
<td>stomach</td>
<td>orchid</td>
<td>physique</td>
<td>unique</td>
</tr>
<tr>
<td>school</td>
<td>school</td>
<td>technique</td>
<td>oblique</td>
</tr>
<tr>
<td>scholar</td>
<td>schedule</td>
<td>technique</td>
<td>oblique</td>
</tr>
<tr>
<td>schedule</td>
<td>bronchitis</td>
<td>technique</td>
<td>oblique</td>
</tr>
</tbody>
</table>

Be sure you know what all these words mean.

Make sentences using **mosque**, **grotesque**, **technique**, **schedule** and **bronchitis**.
Exercise 39

You have learned that in monosyllables, after a single vowel you use

_tch_ rather than _ch_

as in _match_ and _march_

-ok_ rather than _k_

as in _rack_ and _rake_

You also use _dge_ rather than _ge_. Note _lodge, large, cage_.

Add a suffix (_er, ing, ed, ly_) to each of the following words and write it in the correct column according to the spelling of the sound (_j_).

stage, fringe, plunge, trudge, dodge, strange, smudge, edge, judge, large, hedge, salvage, pledge, page, range, change.

| ge   | dge   |

There are four words of more than one syllable which have the _dge_ ending. They are: _cartridge, partridge, porridge_ and _knowledge_. Learn them.
Say to yourself the word "saw." Listen to the sound made after the letter a. This sound is represented in the dictionary by the letter o with a circumflex ^ . It is really almost a picture of the way your mouth looks when you form the sound.

You have already been introduced to one spelling for this sound, the use of the letter o when it is followed by an r as in hornet. Study the following lists of words for three other spellings of this sound.

<table>
<thead>
<tr>
<th>a</th>
<th>au</th>
<th>aw</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>cause</td>
<td>saw</td>
</tr>
<tr>
<td>ball</td>
<td>fault</td>
<td>squaw</td>
</tr>
<tr>
<td>talk</td>
<td>saunter</td>
<td>drawer</td>
</tr>
<tr>
<td>walk</td>
<td>applaud</td>
<td>crawl</td>
</tr>
<tr>
<td>war</td>
<td>sauce</td>
<td>awkward</td>
</tr>
<tr>
<td>water</td>
<td>faucet</td>
<td>lawyer</td>
</tr>
<tr>
<td>dwarf</td>
<td>laurel</td>
<td>squawk</td>
</tr>
<tr>
<td>warm</td>
<td>cauliflower</td>
<td>'thaw</td>
</tr>
<tr>
<td>alter</td>
<td>haul</td>
<td>seesaw</td>
</tr>
<tr>
<td>walnut</td>
<td>daub</td>
<td>straw</td>
</tr>
<tr>
<td>quarter</td>
<td>August</td>
<td>raw</td>
</tr>
</tbody>
</table>

After studying these lists, answer the following questions. Hint: note position of sound in word, letters which come before or after.

- a is often pronounced (ö) when it precedes what?
- a is often pronounced (ö) when it follows what?
- The final (ö) in a word is spelled how?
Exercise 41

You know that sometimes o is short as in olive, sometimes long as in pony and sometimes says (ɔ) as in hornet. Read the following words and listen to the sound of the o: mother, money, wonder.

This sound of o is the same as the short sound of u. It is called the "scribal" o because, according to legend, the writers, the scribes, of the Middle Ages tired of writing all the humps of words like munk and mother, so they changed to monk and mother.

List the following words in the correct columns according to the sound of the o: bonus, opal, cork, goblin, retort, copper, atom, clover, moment, mason, banjo, hoping, escort, stopped, method, ribbon, soda, scorch, lost, chorus, melon, proper, model, bonus, solid, locate, mortal, robin, company, onion, wisdom, Roman, apron, program, absorb

(ɔ) as in olive  (ɔ) as in pony  (ɔ) as in for  (u) as in mother
Exercise 42

Read the following words and listen to the sound of the final syllable: table, handle, rifle, juggle, sparkle, cripple, bottle, drizzle.

You will notice that the final syllable is almost without a vowel sound, the (l) taking the place of the vowel. Divide these words into syllables, mark the vowel in the first syllable long or short, and put in accent marks.

apple  ap'ple
grumble
paddle
cattle
bridle
table
rumble
bubble
gentle
middle
puzzle
Bible

When do you find a short vowel sound in the first syllable? When is it long?
Exercise 43

Add ing to these words and divide into syllables.

ripple
saddle
startle
stumble
chuckle

Do they follow the rule for adding a suffix to a word ending with a silent e?

What do you ordinarily do with a final silent e when you add the suffix ly?

safe - ly  sure - ly
lone - ly love - ly

but simple - ly is **simply**. Can you see why?

Add ly to these words

gentle
probable
capable
possible
terrible
grumble

Write your rule for adding ly to a word ending with consonant- le.
Exercise 44

When we have two vowels together forming a single sound, we call it a diphthong. Very often the long sound of the first vowel is pronounced and the second vowel is silent.

Write two additional words for each diphthong and in parentheses write the sound. Underline the diphthongs.

boat  road, mean (ɔ)
four

toe
snow
sail
play
eat
feed
ceiling
pie
rescue

Some diphthongs do not follow this pattern of sound.

You have already had au as in August, and aw as in saw. We also have

oi as in boil  oy as in boy

   toil       joy
   noise      enjoy

Add at least three words to each list. Where in a word do you find oi and where oy usually?
**Exercise 45**

How many ways of spelling the sound (ə) do you know?

- ə at the end of an accented syllable, as in pony
- ə - e (the dash stands for any consonant) as in home

There are three other common ways of spelling this sound.

- **oa** as in boat
- **oe** as in toe
- **ow** as in snow

Read the lists of words below, remembering that in each word you should hear (ə).

- loan  
- coarse 
- boast 
- groan 
- croak 
- foam 
- board 
- foe 
- hoe 
- woe 
- doe 
- row 
- throw 
- glow 
- shallow 
- elbow 
- slow

Add as many words as you can to each list.

Which spelling of (ə) is least common?

When you hear (ə) at the end of a word, how is it usually spelled?

There is no generalization to help you know whether it should be **oa** or **o-e**. Often it is spelled both ways, making words with different meanings, although sounding the same. These are called homonyms.

- rode - road  
- bore - boar  
- lone - loan  
- ore - oar
Exercise 46

What does ie say?

Put the following words in columns according to the sound of ie. Add words of your own to each list as far as possible. Brownie, die, piece, belief, candies, Annie, field, brief, tie, pennies, shriek, copies, lie, niece.

(\(\text{e}\) )  (\(\text{i}\) )  (\(\text{\textit{i}}\) )

Which sound is least common?
Which sound is most common?
In what part of the word do you find the short sound (\(\text{i}\)) for ie? Is it in the accented or unaccented syllable?
Exercise 47

There are many words in our language which have silent letters for no apparent reason. These present a problem for reading and for spelling. It is helpful to be familiar with some of the more common ones.

Underline the silent letters in the words listed below, then add at least two other words for each of the examples. Use the dictionary if you need help.

knife  wrist  rhythm  listen

build  guess  comb  debt
Exercise 48

How many ways of spelling (I) do you know? List them.

Write the following words in the correct columns below according to spelling. The spelling *ie* has not been included as there are very few words with that spelling.

smile, strike, striking, tiger, bright, white, hydrant, reply, style, expire, combine, microbe, ivy, item, sight, frightened, tyrant, diamond, climax, magnify, striped

1  i-e  y  y-e  igh

Add words of your own to each list. Write three sentences using words with each of these five ways of spelling (I).
Exercise 49

Ou is usually pronounced (ou) as in out or (oo) as in soup, although in a very few words it is pronounced (ɔ) as in pour and four. When you are sounding out a word, try (ou) and (oo). List the following words in the correct columns according to sound.

you, trout, pouch, group, route, soup, blouse, goulash, found, proud, thousand, croup, ounce, scour, souvenir, county, rouge, south, toupee, bouquet, routine.

(ou) as in out (oo) as in soup

Where would you put wound?

Do you notice that many of the words with ou saying (oo) have unusual spellings? Note souvenir, bouquet, toupee. They come to us from the French language.
Exercise 50

What sounds does the diphthong ea have?

Put the following words in columns according to the sound of ea: break, spread, dread, feather, great, meat, breath, breathes, cheap, tease, heavy, weave, steak, meant, mean, beast, breast, teach, yeast, weather, swear, pear

(e) (ə) (ə)

Add at least three words of your own to each list and make five sentences using ten of the words. Underline the ea words in the sentences and indicate the pronunciation of ea in parentheses after each word.

What is the most common pronunciation for ea?
What is the least common? What does a silent e at the end of a word, do to the sound of the th which precedes it?
Exercise 51

What does ei say in ceiling? ( )
What does ei say in vein? ( )

List the following words in columns according to sound and add at least three words of your own to each list. Seize, conceit, rein, veil, reign, leisure, skein, neither, deceitful, seine, receipt, receive, weird, protein, conceive

(e) as in ceiling (a) as in vein

Underline the two silent consonants which you find in two of the words given.

Make sentences using reign, skein, leisure, and weird. Use the dictionary if you are not sure of meanings.
Exercise 52

How many ways of spelling (ē) do you know?
List them.

Write the following words in the correct columns below according to spelling. Fever, seem, brief, leaf, immediate, theme, peace, piece, sheath, defeat, perceive, employee, career, achieve, eagle, concede, athlete, heel, greedy, shriek, Korean, equal, reason

Add three words of your own to each list.
Which spelling would you say was least common?
Write three homonyms (words with the same sound but different spelling and meaning) with the sound (ē) in them.
Exercise 53

How many ways of spelling (ə) do you know? List them.

Write the following words in the correct columns below according to spelling. gate, disgrace, break, pear, gay, David, fable, amaze, quaint, skein, freight, neigh, radio, steak, delay, mislaid, restrain, stockade, behave, equator, vacation, racing, reign, rein, crayon, tailor.

a a-e ai ay ea ei eigh

Add three words of your own to each list.
Which spelling is the least common?
Which spellings do you find at the ends of words?
Write sentences using the words restrain, stockade, reign and quaint.
Exercise 54

In the following words, underline the letter or letters which spell the sound (sh).

- thrush
- pistachio
- childish
- champagne
- presidential
- racial
- ferocious
- quotient
- cautious
- shameful
- regulation
- affection
- surely
- chauffeur
- permission
- tension
- solution
- ancient
- commercial
- shallow
- squash
- abolish
- abolition
- nonchalant
- insurance
- efficient
- chamois
- ambition

List all the spellings for (sh).

Do /t/ and /s/ say (sh) before a vowel or a consonant?

Before what letter does /g/ sometimes say (sh)?
Exercise 55

Two spellings for (e) cause much confusion. The little jingle you have probably learned, is of some help.

Put 1 before e  
Except after e  
Or when sounded like a  
As in neighbor and weigh.

The common words which are exceptions to this rule can be learned in a sentence.

Neither leisured foreigner seized the weird heights.

Another group of exceptions to this rule are words in which 1 comes before e after a e because the e and 1 go together to say (eh). Example: efficient, glacier.

Remembering the rule and the exceptions, fill in the blanks in the phrases below with either ie or ei, whichever is correct.

for__gn goods 
dec__tful enemy 
Indian ch__f 
br__f report 
conc__ted pupil 
effic__nt worker 
1__surely trip 
Labrador retr__ver 
s__zed by police 
losing w__ght 
guilty consc__nce 
rent rec__pt 
praying pr__st
Exercise 56

You learned that sometimes oo says (5) as in door door and floor. This is an uncommon pronunciation for this combination of letters. Usually it is pronounced (o) as in boot, or (oo) as in book.

Write the following words in columns according to their pronunciation. Gloom, shoot, harpoon, wooden, childhood, mushroom, balloon, shook, poodle, shampoo, good, crook, brook, spoon, stood, fishhook, foot, goose, proof, boost, soothe, woolen, root, moot.

(oo) as in boot (oo) as in book

Add three words to each list.
Exercise 57

_Ew_ has two sounds. It says (oo) as in _grew_, and (ū) as in _few_. These two sounds are often confusing and there is a tendency in more and more words to substitute the sound (oo) for (ū).

Read the following lists, checking carefully to hear whether you are giving the correct sounds.

<table>
<thead>
<tr>
<th>(ū) as in <em>few</em></th>
<th>(oo) as in <em>grew</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>dew</td>
<td>blew</td>
</tr>
<tr>
<td>new</td>
<td>crew</td>
</tr>
<tr>
<td>pew</td>
<td>shrewd</td>
</tr>
<tr>
<td>few</td>
<td>yew</td>
</tr>
<tr>
<td>pewter</td>
<td>screw</td>
</tr>
<tr>
<td>nephew</td>
<td>threw</td>
</tr>
<tr>
<td>steward</td>
<td>chew</td>
</tr>
<tr>
<td>mew</td>
<td>flew</td>
</tr>
<tr>
<td>stew</td>
<td>brew</td>
</tr>
</tbody>
</table>

Check any which you feel are in the wrong column.

Look them up in the dictionary.
Exercise 58

Ue has two sounds - the same sounds as ew. It sounds like (oo) as in true, and (ʊ) as in rescue.

Read the following lists and add three words of your own to each list.

(ʊ) as in rescue
- due
- hue
- issue
- value
- continue
- cue
- virtue

(oo) as in true
- blue
- flue
- construe

This is a rather uncommon spelling.
Exercise 59

The sound (u) can be spelled in several ways. How many do you know?

Write the following words in columns below according to spelling. Dune, acute, due, feud, argue, dew, humor, unit, cure, value, neuter, pneumonia, nephew, huge, produce, fuel, Cuba, refuse, virtue, renew, avenue, cube, studio, pupil, cubic, Europe.

u u-e ue eu ew

Note that y spells (u) at the end of a syllable and ew and ue spell (u) at the end of a word.

Find three words in the above lists which are exceptions to these statements. Check them.

Add three words to each list. Make sentences using two words from each list.
Exercise 60

Underline the word or words on each line which have the same vowel sound as the first word in the line.

neat: head, knead, steam, great, treason
pie: babies, mischief, sight, relief, died
rein: receive, either, eight, sleigh, leisure
shoot: foot, troop, bamboo, understood, loon
drown: grown, howl, lower, endow, mower
few: pew, blew, threw, crew nephew
shout: group, coupon, cloud, foul, mountain
true: issue, glue, value, flue, hue
bread: treasure, treat, head, tease, death
thief: pennies, believe, priest, friend, fiend
Exercise 61

Underline the letter or letters in each word having the same vowel sound as that in the first word on each line. The first one is done for you.

ice: fight, fancy, silent, cycle, defy
it: giant, white, flip, candies, pony, chief
egg: head, bless, evil, stream, threat, elk
me: sleeve, mew, fern, feat, agree, home
made: pail, delay, ally, paste, steak, paddle
stone: sort, ton, loan, gown, grown, also
mule: rule, cue, fury, cube, stub, dull
dream: ready, meant, demon, lemon, these
try: country, trial, tight, rhyme, weigh
out: crowd, bought, proud, towel, rowing
shook: wolf, too, hood, fool, wool
jaw: Paul, almost, awning, taught, smart
arm: starry, care, beggar, lark, warm
soak: dough, follow, allow, hoe, move
great: pray, they, baker, seat, lead
Exercise 62

Prefixes DIS - UN - IN

Read the following phrases:

tied rope  untied rope
happy girl  unhappy girl
ripe apples  unripe apples
boys agree  boys disagree
moon appears  moon disappears
honest man  dishonest man
correct answer  incorrect answer
active child  inactive child
complete job  incomplete job

How does the prefix (syllable added to the beginning of a word) affect the meaning of the word?

Using the prefixes dis, un and in, see how many opposites of the following words you can make.

able  bar
arm  trust
belief  wrap
charge  sane
pack  prove
order  curl
direct  capable
cover  regard
please  sound
decent  connect
Exercise 63

Prefixes RE - MIS - OVER - UNDER

In columns below write as many words as you can for each prefix. If you can think of only ten or less for each, look in the dictionary for more.

re    mis

over    under

Write the meaning of each prefix.
Exercise 64

Prefixes ANTI - NON - POST - ANTE

In columns below write as many words as you can for each prefix.

**anti**

**non**

**post**

**ante**

Write the meaning of each prefix. What is the difference between **anti** and **ante**?

What does A.M. mean literally?

What does P.M. mean literally?
Exercise 65

Prefixes PRE - DE - PRO

The prefixes you have learned have been added to complete words.

- **re** + **load** → **reload**
- **non** + **metal** → **nonmetal**
- **mis** + **inform** → **misinform**

Prefixes are often added to roots which alone are not words.

- **re** + **fer** (meaning to bear or carry) → **refer**
- **re** + **cur** (meaning to run) → **recur**

Find the words **refer** and **recur** in the dictionary and read the etymology (the origin or derivation) of the word. This is in brackets [ ] after the pronunciation of the word.

In columns below, write as many words as you can for each prefix.

<table>
<thead>
<tr>
<th>pre</th>
<th>de</th>
<th>pro</th>
</tr>
</thead>
</table>

Write the meaning, or meanings of each prefix.
Exercise 66

Prefix A

This prefix which means on, in, at or up, comes to us from Anglo-Saxon. We have it in many of our common words. Read the following list.

about
across
abed
alone
alive
aloud
above

What sound does the a in these words have? Is the a in the accented or unaccented syllable? Note that there is no double consonant after this Anglo-Saxon prefix a.

Add ten words to this list. What parts of speech are these words?
Exercise 67

Prefix AD

The prefixes you have learned have been added at the beginnings of words without any changes in spelling.

re + count recount
un + usual unusual

Sometimes prefixes change their final consonant when added to a root beginning with a consonant. This is to make it easier to say.

The prefix ad is often changed when added to roots.

What does ad mean?

Write five words beginning with ad. Look one of them up in the dictionary and find the meaning of the prefix.

ad changes to ac in account
ac in acquire
ac in acknowledge
af in affect
ag in aggressive
al in allot
an in announce
ap in appoint
ar in arrive
at in attend
a in aspect

Write another word for each of these changes.
Exercise 68

Prefixes IN - CON

Like ad, these prefixes are sometimes changed before roots beginning with certain letters.

Usually they do not change.

\[
\begin{align*}
in + \text{clude} & \quad \text{include} \\
\text{con} + \text{lude} & \quad \text{conclude} \\
in + \text{fer} & \quad \text{infer} \\
\text{con} + \text{fer} & \quad \text{confer}
\end{align*}
\]

but con changes to **com** before **m**, **p**, and **b** as in **commence**, **compare**, **combine**

con changes to **col** before **l** as in **collect**, **collision**

con changes to **cor** before **r** as in **correct**, **correlate**

con changes to **co** before **o** or **e** as in **cooperate**, **coefficient**

and **in** changes to **im** before **m**, **p**, and **b** as in **immense**

**imperfect**, **imibe**

in changes to **il** before **l** as in **illegal**, **illuminate**

in changes to **ir** before **r** as in **irreverent**, **irregular**

Using words of your own, write one word for each of the changes of **con** and **in**.

Write your explanation for the double **m** in **committee** and **immigrate**.
Exercise 69

Prefixes DIS - EX

Dis, as you have learned, is sometimes a negative prefix, as in dishonest. Sometimes it means apart, or from, as in dismiss or dissect.

Dis changes to dif before f as in differ.
Dis changes to di before l, and y in Latin roots, as in dilute, divert.

Ex means out or from
Ex changes to ef before f as in effect.
Ex changes to e before, d, g, l, m, n, r, v, and one or two other consonants as in educate, egress, elect, emerge, enormous, erase, evade.

Write another word for each of these changes and after the word write its literal meaning. Check in the dictionary.
Exercise 70

A common Latin root is *port*. Using this root, see how many words you can build.
For example:

report, reported, reporting, reportable

Have you any words using a prefix whose meaning you do not know?

What prefix is in the word *support*?
What does it mean? What prefix is in the word *opportunity*?
What does it mean?
Exercise 71

Many words are built from the roots *duc* and *duct*. Build as many words as you can on these stems. Be sure you know what the words mean. Make sentences using three words which are new to you.

*reduce, reduction*

*tract* is a root which means draw or pull. Build as many words as you can, using prefixes and suffixes. Try to make at least twenty words.
Exercise 72

Write four negative prefixes with two words for each.

Write two prefixes meaning in, into or towards with four words for each.

Write the prefix which means back or again, with three examples.

Write the prefix meaning with, or together, giving an example for each of the spelling changes of the prefix.
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