

pre

**Programmed
Review
of English**

**unit 1
Spelling**

MARTHA SCOTT TRIMBLE

PROGRAMED REVIEW OF ENGLISH

SPELLING

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PROGRAMED REVIEW OF ENGLISH: Spelling

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Written forms can only approximate the sounds of spoken forms. Since regional distinctions in speech and professional attitudes with respect to symbols have produced a number of variations in phonemic charts, phonetic spellings in this text are given as modification of the International Phonetic Alphabet (IPA) as shown below.

English words are formed as combinations of the symbols represented in the 26-letter English alphabet:

A-a

B-b

C-c

D-d

E-e

F-f

G-g

H-h

I-i

J-j

K-k

L-l

M-m

N-n

O-o

P-p

Q-q

R-r

S-s

T-t

U-u

V-v

W-w

X-x

Y-y

Z-z

THE PHONETIC ALPHABET

Vowels					
Symbol	Spelling	Spoken Form	Symbol	Spelling	Spoken Form
i	bee	bi	ʊ	full	fʊl
ɪ	pity	'pɪtɪ	u	tooth	tuθ
e	rate	ret	ɜ	further	'fɜðɜ <i>accented syllable only, r's sounded</i>
ɛ	yet	jɛt	ɜ	further	'fɜðə <i>accented syllable only, r's silent</i>
æ	sang	sæɪŋ	ɜ	further	'fɜðɜ <i>unaccented syllable only, r's sounded</i>
ɑ	bath	bɑθ <i>as heard in the East, between æ (sang) and ɑ (ah)</i>	ə	further	'fɜðə <i>unaccented syllable only, r's silent</i>
ɑ	ah	ɑ		custom	'kʌstəm <i>unaccented syllable</i>
	far	fɑr		above	ə'bʌv
ɒ	watch	wɒtʃ <i>between ɑ (ah) and ɔ (jaw)</i>			
ɔ	jaw	dʒɔ			
	gorge	gɔrdʒ	ʌ	custom	'kʌstəm <i>accented syllable</i>
o	go	go		above	ə'bʌv
Diphthongs					
aɪ	while	hwaɪl	ju	using	'juziŋ
aʊ	how	haʊ		fuse	fjuːz
ɔɪ	toy	tɔɪ	ɪu	fuse	fɪuz
Consonants					
Symbol	Spelling	Spoken Form	Symbol	Spelling	Spoken Form
p	pity	'pɪtɪ	dʒ	jaw	dʒɔ
b	bee	bi		edge	ɛdʒ
t	tooth	tuθ	m	custom	'kʌstəm
d	dish	dɪʃ	n	keep 'em	'kipn
k	custom	'kʌstəm	n	vision	'vɪʒən
g	go	go	ɪ	Eden	'ɪdɪ
f	full	fʊl	ŋ	sang	sæŋ
v	vision	'vɪʒən		angry	'æŋ-ɡrɪ
θ	tooth	tuθ	l	full	fʊl
ð	further	'fɜðɜ	ɪ	cradle	'kredl
s	sang	sæŋ	w	watch	wɒtʃ
z	using	'juziŋ	hw	while	hwaɪl
ʃ	dish	dɪʃ	j	yet	jɛt
ʒ	vision	'vɪʒən	r	rate	ret
h	how	haʊ		very	'veɪrɪ
tʃ	watch	wɒtʃ		far	fɑr
	chest	tʃɛst		gorge	gɔrdʒ

The letters or graphemes *a, e, i, o, u*, and sometimes *y* in the English alphabet, better known as vowels, are symbols representing vowel sounds; yet, either individually or in combination these vowels vary in sound in such a way that a person cannot determine spelling by sound alone. Given below are the principal vowel sounds in English with variant written combinations representing the sounds in English words.

UNIT OF SOUND PHONEME	is spelled, for example:
e pronunciation of the first letter of the alphabet A, a, sometimes called long a—ā.	bate, bait; brake, break; gaol, jail; gage, gauge; rain, rein, reign; slay, sleigh; yea; nay; pray, prey.
ae sometimes called short a—ă	bad, bade; mat, matte; past, passed; laugh; half; graph; staff; epitaph; carafe; gamble, gambol; pad; plaid.
i pronunciation of the fifth letter of the alphabet E, e—ē	beet, beat; flee, flea; freeze, frieze; leaf, lief; lean, lien; meat, meet, mete; mean, mien; seen, scene; reed, read; we, wee; key, quay, cay; steeple; people; weasel; easel; believe; receive; careen; ravine.
ē sometimes called short e—ĕ	any; many; air, heir; hair; berry, bury; bread, bred; Mary, merry; pedal, peddle; reck, wreck; red, read; said; sped; where; friend; heifer; weather, whether.
ai pronunciation of the ninth letter of the alphabet I, i—ī	I, eye, aye; aisle, isle; bite, bight; cite, site, sight; lyre, liar; Meyer, mire; hi, high, hie; mite, might; slight, sleight; sine, sign; choir; quire; rite, right; try; tie; guy.
ī sometimes called short i—ĭ	beer, bier; been, bin; build, billed; English; Ingersoll; gild, guild; ring, wring; tick, tic; twist; tryst; busy; dizzy.
o pronunciation of the fifteenth letter O, o—ō	O, oh, owe; bow, beau; floe, flow, Flo; dough, doe; rode, road; sew, so, sow; soul, sole; know, no; though; those; doze.
a	father; bother; balm, bomb; palm; pompon; hart, heart; John, Jon; not, knot.
o	auto; ought, aught; bawled, bald; pall, Paul; sought; saw; off; often; taut, taught; thought.
ju pronunciation of the twenty-first letter U, u—ū and of the twenty-fifth letter Y, y when it is used as a vowel	you, ewe, yew; use; usurp; Europe; youth; union; eulogy; ukulele; euthanasia; beauty; mew; hue, Hugh; Kew, cue.
U	would, wood; should; could; wool; pull; soot; amateur; grandeur.
u	blue, blew; coo, coup; doom; tomb; suit; rood, rude; shoo, shoe; to, two, too; ouzel; roomer, rumor; woo; rue; proof; prove.
Λ sometimes called short u—ŭ	one, won; done, dun; among; young; lung; nun, none; son, sun; ton, tun.
ə (the schwa)	capable; forcible; peaceable; ancient; conscious; welcome; Moslem; connection; chanson; freshman; stamina; stannum.

To my students, who have won a new respect for the English language and have developed confidence in their own ability to write.

PREFACE

The path to writing is often tortuous, leaving stranded at some turn in the road the lost or the fearful. The student who seems "born to write" has no trouble; he is commended in the household and in the classroom, further frustrating the student who cannot adapt the written word to self-expression. There are millions of young people in America today who cannot write. Writing can, however, be learned; of this I am convinced. A student may not become a creative artist; yet, at the university level any student who understands nuclear physics, quantum theory, civil engineering, or the classes and species in one of the sciences—but says he "hates English" and "can't write"—*can learn to write*, given the tools and techniques of the language.

Programed Review of English is a writing-oriented, programed text for college and university students who need intensive instruction in how to write effectively. The

text, the culmination of four years of development, experimentation, expansion, and revision, results in its published form as a series of three separate texts: *Spelling*; *Diction*; *Writing*. Developed first under U. S. Office of Education small contracts project S-192, the units were written to meet the needs of Colorado State University students electing my course in English Fundamentals: freshmen and sophomores lacking the skills to pass basic composition courses; juniors and seniors, many of whom were transfer students, needing an intensive refresher course in order to pass the English proficiency examination required of each senior before graduation; secretarial students learning detail for office communication; both English majors and English-teaching minors electing a good review of the fundamentals of the language; and, later, foreign students, especially those at the graduate level preparing to write theses for the master's degree

or doctoral dissertations. The lessons were developed primarily to help, then, the student who cannot write themes and essays, term papers, extracts and abstracts, or theses without extensive revision or professional assistance. Hearing too many students say "I can't write down exactly what I mean to say" or "I make so many errors when I write that I just give up" led me to put into written form the techniques which I had found successful.

Long experience with refresher students and tutorial situations led me to turn to a tutorial method. Believing that the answers should be in the hands of the student and not solely in an instructor's handbook and realizing the possibilities of the findings in behavioral psychology which produced the programed method, I decided to start, as I always have, with each student where I found him. The program starts at a basic level,

perhaps too basic for many of the students wanting or needing only a part of the program. The program is not an introductory course in English; the student should have studied English before using the texts. Each text takes him step-by-step in one discipline, at his own rate on his own time, until he is ready to proceed to the next unit. Emphasis being placed first upon the *word*, *Spelling* and *Diction* are intended to precede the third text, originally two units called Word to Sentence and Sentence to Paragraph, now combined as twenty lessons. The three texts emphasize written forms, leading from a study of the way words are spelled and their rather clear distinctions in meaning which determine word choice to the options available to a writer for word arrangement within a sentence and of sentence arrangement within a paragraph. Use of the words *correct* and *incorrect* has been avoided. The student sees and uses patterns to help him improve

his own written forms. The texts may be assigned to individual students, to an entire class for outside work, or to students availing themselves of a writing laboratory; each text may serve well any student wishing to pursue the work on his own, with only the program as tutor. The approach tends to be practical, modern, and writing-oriented. The texts serve as a bridge from where a student is to where he wants to go on the route to writing.

Programed Review of English: Spelling

The word, in any language, is the basis for all communication. A written word, acceptably spelled, precisely chosen, and carefully arranged with other words, can effect meaning

and affect the course of history. A reader reads words; if these words convey meaning, the reader reads thought. If, however, the word misleads him by being misspelled, his thought has been interrupted as he stopped to guess the writer's intent.

Long experience with refresher students has taught me that if I can first show a student the importance of the arrangement of letters in a word and the difference, however slight, between similar words, I can then show him the relationship between words in a sentence or sentences in a paragraph. Today's aural society leads many students to attempt to spell all words as they sound, with no thought given to source, derivation, or rule. When a student learns that there is a difference between such words as *causal* and *casual*, for example, he begins to learn that spelling respects the written symbols for the sounds of speech but that those written symbols vary.

Programed Review of English: Spelling, intended as the first of the series of three texts thought useful at any point where a student demonstrates a need for basic spelling review, helps students weak in spelling. The premise upon which the program stands is that students most regularly misspell *simple* words in their themes and term papers. The terminal behavior for the program, therefore, is a list of only 300 words compiled from student themes over a period of years. In this way, the program encourages the student to do well, by not defeating him, before he starts, with an interminable number of words he knows he cannot master. Mastery, not rote, is the key to the program, each of the ten lessons treating a special set of words, with phonetic spelling, rules, etymology, and mnemonic hints given as aids.

To the Student

As the student using this text, you have working with you, supplying the answers, a built-in tutor, for the lessons are programed in easy, step-by-step instruction toward helping you learn to spell words which have given you trouble for years. In a programed text such as this, each lesson proceeds from frame to frame, giving step-by-step information toward the desired terminal behavior. You ignore the page numbers, proceeding from frame number to frame number. For example, in this text, you will turn from the first frame (the term given each minimal lesson as a section on a page) to Frame 2, which reads

causal casual

The two words *causal* and *casual* do not sound alike and are not spelled alike. Confusing the arrangement of letters in a word results in **misspelling** the word intended.

Causal and *casual* are spelled alike except for the two letters _____ and _____.

You will write your answer in the blanks provided and then proceed to Frame 3, at the left of which you will find the answer to Frame 2. Thus you will work the total of 616 frames in the ten lessons in this text.

Based on findings in behavioral psychology, the programed method affirms conditioning the human animal toward a desired goal or behavior. Whenever you make a right response, you are being reinforced; that is, you are being assured that what you are doing is right and therefore you should continue; if, however, you make a different response, you are alerted to follow the tutor more closely or to pay more attention to what you are doing. If you find yourself making too many errors in one particular section of a lesson, assess yourself to determine whether you are not paying attention to your tutor or whether you are having difficulty breaking long established patterns. Take the

reinforcement as a step toward learning; take the negative reinforcement, whenever you miss a frame, as a warning to work within the framework of the program, breaking old patterns of spelling and establishing new ones.

To the Instructor

Although the text has been designed for a student to work on his own time at his own rate—not teacher-paced, you can assist each student by checking with him on his progress, giving him quizzes and individual help on lessons which need special attention. Once the student understands not only sight and sound but etymology and peculiarities within the language, he begins to have a new respect for the way words in English happen

to be spelled. The program is not a course in phonology even though phonetic spellings show the clear distinctions of sound.

The conscientious student can make phenomenal progress. Even the student convinced that he will "never learn to spell" surprises himself with his new mastery. As he continues to make the right responses, he is being reinforced—encouraged and strengthened—by the mere act of making the right response. Even the frames in which he makes a wrong response aid him in finding the bad patterns which he has established during his formative years and has persisted in using in his written work.

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LESSON 1.

Sight and Sound

FRAMES 1-100

1

pal
principal

77

He received $4\frac{1}{2}$ percent interest on the _____ .

His _____ goal was to pay off the mortgage.

He believed honesty to be a basic _____ .

78

writing

154

With the addition of *ing*,

become → _____

receive → _____

write → _____

relieve → _____

The final *e* is _____ .

155

conferred
the first syllable (*con*)
not doubled

231

Before a vowel suffix, the final single consonant is _____
_____ when the stress is _____ on the
last syllable of the word.

Words ending in *able* change to *ably* as adverbs.

The man was an able worker. The man worked ably.

The occasion was memorable. The occasion was _____
_____ recalled.

The sign was noticeable. The sign was _____
different.

The singers had a notable effect. The singers were _____
_____ loud.

309

pronunciation

308

The opposite of to continue is to _____.

The opposite of similar is _____.

386

disaster
aster

385

Standard dictionaries give the word origin of each entry. These origins are helpful in understanding both the meaning and the spelling of the word.

For example, *logy* (from Gr. *logos*, word) is a combining form meaning expression, science, or, loosely, study.

Etymon (true meaning) + *logos* (word study) gives etymology, the study of the derivation of words.

If one studies the derivation of a word, he studies its _____
_____.

463

etymology

462

The hidden intergram in *opinion* is _____.

The hidden intergram in *occasion* is _____. (Only one s!)

Spell o_____ion.

Spell occ_____ion.

plan
pet
explanation
repetition

540

Page/2

539

causal casual

The two words *causal* and *casual* do not sound alike and are not spelled alike. Confusing the arrangement of letters in a word results in **misspelling** the word intended.

Causal and casual are spelled alike except for the two letters _____ and _____ .

1

2

principal
principal
principle

The _____ parts of the verb to lie are lie, lay, lain.

78

79

becoming
receiving
writing
relieving
dropped

The final silent *e* is dropped with the addition of a suffix beginning with a vowel: *a, e, i, o, u*.

The suffix *ing* begins with the vowel _____ .

The suffix *able* begins with the vowel _____ .

sale + able → _____

value + able → _____

155

156

not doubled
not

dine (to eat) + ing → _____ [daɪnɪŋ]

din (noise) + ing → _____ [dɪnɪŋ]

Dine ends in a silent _____ which is dropped before a _____ suffix.

Din ends in a single _____ preceded by a single vowel.

232

233

Able words tend to be a word with which you are familiar + *able*.
detest + able (capable of, tending to be, able to be) → detestable

The word which means capable of being adapted is _____.

310

memorably
noticeably
notably

309

Is the prefix *dis* or *diss*? _____

Adding the prefix to a word beginning with *s* (like similar)
produces _____ *s*'s.

387

discontinue
dissimilar

386

If *entomo*, from the Greek word for insects (*entoma*) is combined with *logy*, the word meaning a study of insects is _____.

Is this word the same as etymology? _____

464

etymology

463

The intergram in *optimistic* is _____.

Write the word. _____ (Tim, not Tom!)

pin
as
opinion
occasion

541

Page/4

540

s
u

2

If a person writes

a *casual* relationship (informal or slight relationship)
when he means

a *causal* relationship (indicating or arising from a cause)
he has changed the meaning intended by _____ a
word.

3

principal

79

The underlying _____ of democracy is government
by the people.

80

i
a
salable
valuable

156

receive + ing → _____

use + ing → _____

157

dining
dinning
e vowel
consonant (n)

233

hope + ing → _____ [hopɪŋ]

hop + ing → _____ [hɒpɪŋ]

write + ing → _____

What is wrong with *writting*? _____
