

**ENGLISH SPELLING, WITH RULES
AND EXERCISES: INTENDED AS A
CLASS-BOOK FOR SCHOOLS,
OR FOR HOME TEACHING**

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English Spelling, with Rules and Exercises: Intended as a Class-Book for Schools, or for Home Teaching by G. F. Graham

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G. F. GRAHAM

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WITH

Rules and Exercises.

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A CLASS-BOOK FOR SCHOOLS,

OR FOR

HOME TEACHING.

BY

G. F. GRAHAM,

AUTHOR OF

"ENGLISH, OR THE ART OF COMPOSITION;"
"HELPS TO ENGLISH GRAMMAR;" "ENGLISH SYNONYMS
CLASSIFIED AND EXPLAINED;" ETC.

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P R E F A C E.

THE author's view in compiling the following little work was to furnish teachers with a complete and systematic series of Exercises in English Orthography.

The chief difficulty of English spelling does not consist so much in the length of the word to be spelled, as in the different combinations of letters forming the same sound, together with the great variety of pronunciation which the same combination presents: thus the same sound is represented by *e, ea, ee, ei, eo* and *ie*; as may be seen in the words *me, sea, bee, seize, people, and chief*. Again, the final *ough* has all the varieties of *cough, rough, thorough, dough, bough, hiccough, and through*; not to mention other combinations equally perplexing. No word of seven or eight syllables presents similar orthographical difficulties.

The old practice of making pupils repeat words arranged in columns according to their accent, number of syllables, or alphabetical order, is now nearly superseded by the far preferable plan of Dictation Exercise. This plan,

however, though excellent in itself, is not altogether unexceptionable. It is obvious that, under any system, pupils will make frequent mistakes; and it should not be forgotten that when once a word, falsely spelled, is written down, an impression is made on the pupil's mind which it is often extremely difficult to destroy. To remedy this objection, the writer recommends the following

Directions for the Use of this Book.

Let a portion of the words in the columns be given for study, the pupils referring to the Exercises for their meaning and application: then, when in class, the teacher should read aloud the sentences in the Exercises, requiring the pupils, each in his turn, to spell the particular word exemplified in the sentence. To vary the lesson, the words should be occasionally written down by the pupils on the black board.

The Rules for Spelling should be learnt by heart, and great care should be taken that they are thoroughly understood: this may be ascertained by such questions as the following:—

RULE 1, 2. (*See page 77.*)

How does a noun ending in *b, p; d, t; g, k; l, m, n, r, or w*, form its plural ending? Spell

the plurals of the words, *sob*, *sud*, *rag*, *doll*, *ham*, *sin*, *star*, *paw*. When does the addition of *s* increase the word by a syllable? Spell the plurals of *bridge*, *race*, and *age*.

RULE 3.

What singular endings make their plurals in *es*? Spell the plurals of *latch*, *wish*, *mass*, *box*, and *potato*.

RULE 4.

When is the *y* final in the singular changed into *ies* in the plural? Spell the plurals of *gallery*, *party*, and *daisy*. What word is an exception to this rule?

RULE 5.

When does a noun singular ending in *y* form its plural by adding *s*? Spell the plurals of *ray*, *valley*, and *lamprey*.

RULE 6.

Which nouns form their plurals in *-ves*? Spell the plurals of *loaf*, *wife*, *sheaf*, and *knife*. Mention some exceptions to this rule.

RULE 7.

What becomes of *y* final (when preceded by a consonant) in derivatives. Form an adverb from *merry*, and spell it. Spell the comparative and superlative forms of *lively*.

RULE 8.

What becomes of *y* final when a vowel precedes it, or when *ing* is added? Spell the

present participle of the verb to *hurry*. Spell the past tense of to *play*. What are the exceptions to this rule?

RULES 9, 10.

Why are there two *n*'s in *beginner*? Why has *bigoted* but one *t*? Why has *ragged* two *g*'s? Why are not *traveller* and *chancellor* spelled with one *l*?

RULE 11.

How many *l*'s in the word *all*? How many in *always*? Spell the word *willful*. Why has it but one *l* in the middle, and one at the end?

RULE 12.

What becomes of *e* final in derivatives from roots ending in *e* silent? Spell *stabling*, *proposal*. Why are there no *e*'s in these words?

RULE 13.

When is silent *e* retained in a derivative? Spell *wakeful*, *likeness*, *tamely*, *management*. Why are there *e*'s in these words? &c. &c.

The plan of dictating the Exercises may be also occasionally adopted; in which case, much time, usually occupied in correcting, may be saved by requiring the pupils to spell aloud the exemplifying words they write down as the lesson proceeds.

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