

**ESSENTIAL WORDS:
BOOK TWO**

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Essential Words: Book Two by Edward L. Bailey

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EDWARD L. BAILEY

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ESSENTIAL WORDS
CALIFORNIA
BOOK TWO

BY

EDWARD L. BAILEY

SUPERINTENDENT PUBLIC SCHOOLS

JACKSON, MISSISSIPPI



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TO THE
AMBASSADOR

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FOREWORD

The vocabulary of Essential Words is based on the extensive and practical investigation of Doctor Leonard P. Ayres, of the Russell Sage Foundation, Doctor Franklin W. Jones, of the University of South Dakota, and of the New Orleans Committee.

By the employment of heavy black type special prominence has been given the one thousand commonest words in personal and business correspondence.

Important words from the Ayres List which present spelling difficulties are reviewed in the "Timed Dictation Reviews" which occur every twentieth lesson. Beginning with the fifth grade difficult review words are printed in italics.

No time is wasted, however, in reviewing words which the Ayres Measuring Scale shows that children in the particular grade do not misspell.

Explicit directions and exercises for the work of the pupils are given in immediate connection with each lesson. These directions have been prepared and graded on a definite plan. They provide a concrete and progressive method for attacking and solving the problems of the spelling class, and are designed to take the place of the ordinary manual of directions to teachers. It is, therefore, not necessary to publish in this preface, or in a separate manual, elaborate instructions for the guidance of teachers using this text.

The exercises supply motivated work to train the pupils to a competent and ready use of the dictionary, to form habits of accurate pronunciation, and to spell correctly in spontaneous written compositions. The exercises provide further, a methodical treatment of word-building, diacritical marks; homonyms, synonyms and antonyms, prefixes and suffixes, derivatives, abbreviations and contractions.

Beginning with the third year each twentieth lesson is devoted to dictation sentences timed according to the Thorndyke Writing Scale. These sentences contain important review words. If a sentence is written by the pupil correctly in the time designated, it may be assumed that the spelling is automatic and the fixation of the words permanent.

Written contextual spelling is an excellent test of spelling ability. Frequently children who spell isolated words correctly make mistakes when the same words are used in sentences.

The pupils may write the dictation reviews at their desks or on the blackboard. The teacher may give two periods to a dictation review if she thinks it necessary. From time to time original sentences should be dictated by the teacher. The text has many lessons devoted to phrases of frequent occurrence in correspondence. It will be found helpful and interesting to incorporate these phrases in dictated sentences.

Investigations have shown that much misspelling is due to slovenly pronunciation. The teacher should pronounce the words for the class, dwelling on the syllables distinctly. Have the pupils pronounce the words, individually or in concert, enunciating each syllable clearly. In every lesson insist on careful pronunciation.

In the making of this series, many people had a part. The author wishes to acknowledge his indebtedness to Miss Mary Peeples and Miss Laura Lester, of the Jackson Schools, for a careful and critical reading of the manuscript, and for many helpful suggestions. He wishes especially to acknowledge his obligation to the late Doctor John Greer Deupree, Professor of Pedagogy, University of Mississippi.

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ESSENTIAL WORDS

FIFTH YEAR

1

'Tis the radiant rare September,
With the clusters ripe on the vine,
With scents that mingle a spicy tingle
On the hill-slopes' glimmering line.

rare clus ter scent spic y

Write the words of this poem in columns according to the number of syllables they contain. What two words sound like *scent*? How do the three words differ in meaning? Words which sound alike but are different in meaning are called **homonyms**. Write sentences showing the use of the three words.

2

a personal matter kg of nails copper wire
at a rapid rate honest weight your husband
rap id rate per son al hus band

Write six sentences containing the above phrases.

REVIEW : began, *watch*,¹ *walk*, grant, *war*, *talk*, March, indeed, wish, list.

¹ TO THE TEACHER : Have the pupils explain what makes the italicized words in the "Reviews" hard to spell.

3, 4

yams	beets	tur nips	o kra
beans	cab bage	pump kins	car rots
on ions	cu cum ber	as par a gus	let tuce
pars ley	po ta toes	cel er y	rad ish es

REVIEW: *people, held, before, many, mind, shall, push, done, extra, beside.*

5, 6

farm	farm er	peace	peace ful
read	read ing	use	use less
heat	heat ed	love	love ly
dish	dish es	kind	kind ness

Tell how the words in the second and fourth columns are formed. These words are called **derivatives**, because they are made, or derived, from other words.

Notice the endings in the above derivatives. Such endings are called **suffixes**.

Make eight derivatives, using the above suffixes.

7

REVIEW

How do most nouns form their plurals?

How do nouns ending in *s*, *x*, *sh*, or *ch* form their plurals?

Following the above rules, write the plural forms of these nouns:

bridge	valley	tax	bench
watch	bamboo	grass	squash
window	carriage	monkey	Sunday

8

WORDS OFTEN CONFUSED

a mong	There is not a good one among them.
be tween	Summer comes between spring and fall.
ought	You ought to be ashamed of yourself.
naught	How many naughts has 1000?
health y	Once this was not a healthy city.
health ful	To sleep out of doors is healthful.

Find the exact meaning of these words in the dictionary and then write two sentences illustrating the use of each.

9, 10

in spect	suc cess	e lect	cit ies
coun ty	source	cou ple	reck less
ce re als	cray on	po lice	auc tion

Show by the above words how many sounds *c* has. How does the dictionary indicate them?

11

REVIEW

Rule I. Words ending in *e* preceded by a consonant drop the *e* before a suffix beginning with a vowel; thus,

tame—taming, tamable

To form derivatives ending in *es*, *ed*, *er*, or *est*, a word ending in *e* adds only *s*, *d*, *r*, or *st*; thus, move, moves, moved; pure, purer, purest.

Following this rule, add *ing*, *s*, and *d* to these words:

please	cure	excuse	waste
choke	believe	clothe	breathe