

**A NORMAL WORD BOOK;  
OR, STUDIES IN  
SPELLING, DEFINING, WORD-  
ANALYSIS, AND SYNONYMS**

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A Normal Word Book; or, Studies in Spelling, Defining, Word-Analysis, and Synonyms by  
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**JOHN SWETT**

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# NORMAL WORD BOOK;

OR,

STUDIES IN SPELLING, DEFINING, WORD-  
ANALYSIS, AND SYNONYMS.

FOR USE IN

HIGH SCHOOLS, NORMAL SCHOOLS, AND THE HIGHEST GRADE IN  
GRAMMAR SCHOOLS.

By JOHN SWETT,

PRINCIPAL GIRLS' HIGH SCHOOL, SAN FRANCISCO.

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## PREFACE.

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A KNOWLEDGE of words is quite as essential to the writing of good English as is a technical knowledge of grammar. As a groundwork for the study of composition, rhetoric, and English literature, there ought to be, for students not pursuing a classical course, some systematized course of word studies for the purpose of giving accuracy and force in writing, and for enabling pupils to appreciate the diction of the masterpieces of style.

The vocabulary of most pupils, when admitted to High Schools or Normal Schools, is quite limited ; and, to judge from the result of teachers' written examinations, comparatively few of the graduates of High or Normal Schools have been trained to discriminate the finer shades of signification in the use of synonymous words, or even to give exact definitions.

This condensed hand-book is designed to meet a want expressed by many teachers who feel the need of some definite study of the words of our mother-tongue.

The only originality claimed for these exercises consists in their *arrangement* and *limitation*.

Some of the leading features of this book are :

1. A *résumé* of the rules of spelling.
2. The defining of words grouped under leading topics.
3. Exercises requiring pupils to collect, group, classify, and define words.
4. Exercises in training students in the habit of referring to the dictionary.
5. The practical treatment of Word Analysis.
6. A practical course of exercises in synonyms.
7. A full recognition of the educational axiom, *that pupils are educated mainly by what they do for themselves and by themselves.*

J. S.

SAN FRANCISCO, *December, 1878.*



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# PART I.

## SPELLING AND PRONUNCIATION.

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### RULES FOR SPELLING.

#### I. Doubling the Final Consonant.

**RULE I.**—*Monosyllables, and other words accented on the last syllable, ending with a single consonant preceded by a single vowel, double the last letter on taking a suffix beginning with a vowel.*

#### Examples.

| <i>Verb.</i> | <i>Pres. Part.</i> | <i>Past Part.</i> |
|--------------|--------------------|-------------------|
| blot         | blot-t-ing         | blot-t-ed         |
| drum         | drum-m-ing         | drum-m-ed         |
| admit        | admit-t-ing        | admit-t-ed        |
| permit       | permit-t-ing       | permit-t-ed       |

#### Adjectives.

| <i>Positive.</i> | <i>Comparative.</i> | <i>Superlative.</i> |
|------------------|---------------------|---------------------|
| hot              | hot-t-er            | hot-t-est           |
| fat              | fat-t-er            | fat-t-est           |

#### 2. Blank Book Work.

1. Collect 10 verbs of one syllable to illustrate the rule, and write out the principal parts.
2. Select 10 verbs of two syllables, and write out the principal parts.
3. Select 5 adjectives that double the final consonant in comparison.

## 3. Final Consonant not Doubled.

**RULE II.**—Words not accented on the last syllable, and words ending with a consonant preceded by a diphthong, a digraph, or another consonant, do NOT double the final letter on taking a suffix.

**Examples.**

|          |             |            |
|----------|-------------|------------|
| cred'it  | credit-ing  | credit-ed  |
| benefit  | benefit-ing | benefit-ed |
| conceal' | conceal-ing | conceal-ed |
| design   | design-ing  | design-ed  |
| profess  | profess-ing | profess-ed |

## 4. Blank Book Work.

1. Select 10 verbs accented on the first syllable, and write out the principal parts.

2. Select 10 verbs ending in a consonant preceded by a diphthong, and accented on the last syllable; as, *conceal'*.

3. Select 10 verbs ending in a consonant preceded by another consonant.

## 5. Exceptions to Rule II.

|           |                |                      |
|-----------|----------------|----------------------|
| crys'tal  | crys tal-l-ize | crys tal-l-i za'tion |
| can cel   | can cel-ed     | can cel-la'tion      |
| hum bug   | hum bug-g-ed   | hum bug-g-ery        |
| met al    | me tal-l-ic    | met'al-l-ur gy       |
| wor ship  | wor ship-er    | or wor ship-p-er     |
| kid nap   | kid nap-er     | or kid nap-p-er      |
| tran quil | tran quil-ize  | or tran quil-l-ize   |

## 6. Two Ways of Spelling.

**NOTE.**—The derivatives of the following words, according to Webster, do not double the *l*; in England the old usage of doubling the *l* is retained to a greater extent than in this country.

Write the derivatives formed by *-ing*, *-ed*, and *-er*.

|          |          |          |           |
|----------|----------|----------|-----------|
| bar'rel  | gam'bol  | mod'el   | shov'el   |
| bev el   | grav el  | par cel  | shriv el  |
| car ol   | grov el  | pen cil  | sniv el   |
| cav il   | jew el   | per il   | tas sel   |
| chis el  | la bel   | pom mel  | tram mel  |
| coun sel | lev el   | quar rel | tun nel   |
| cud gel  | li bel   | rav el   | trav el   |
| driv el  | mar shal | rev el   | ap par el |
| du el    | mar vel  | ri val   | en am el  |
| e qual   |          |          |           |

### 7. Dropping Final *e*.

**RULE III.**—*Words ending in silent e, drop it on taking a suffix beginning with a vowel.*

#### Examples.

|           |              |             |
|-----------|--------------|-------------|
| be lieve  | be liev-ing  | be liev-ed  |
| con ceive | con ceiv-ing | con ceiv-ed |
| a chieve  | a chiev-ing  | a chiev-ed  |
| re ceive  | re ceiv-ing  | re ceiv-ed  |

### 8. Blank Book Work.

1. Collect and write out the principal parts of 20 verbs that end in silent *e*.
2. Add the suffix *-able* to five words that end in silent *e*.
3. Add the suffix *-ible* to five words that end in silent *e*.

### 9. Exceptions to Rule III.

Words ending in *ce* or *ge* retain final *e* before *-able* and *-ous*, on account of euphony.