

**THE ADVANCED WORD-BUILDER: A SPELLING-
BOOK DESIGNED FOR USE IN GRAMMAR AND
HIGH-SCHOOL GRADES, ACADEMIES, AND
NORMAL SCHOOLS. CONTAINING
SYSTEMATIC AND PROGRESSIVE EXERCISES IN
WORD-BUILDING, WORD-ANALYSIS,
DEFINING, AND COMPOSITION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649038183

The Advanced Word-BUILDER: A Spelling-Book Designed for Use in Grammar and High-School Grades, Academies, and Normal Schools. Containing Systematic and Progressive Exercises in Word-Building, Word-Analysis, Defining, and Composition by A. J. Beitzel

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Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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A. J. BEITZEL

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AND NORMAL SCHOOLS.

CONTAINING SYSTEMATIC AND PROGRESSIVE EXERCISES IN
WORD-BUILDING, WORD-ANALYSIS, DEFINING,
AND COMPOSITION.

BY

A. J. BEITZEL, A. M.,

FORMERLY PROFESSOR OF ENGLISH IN THE CUMBERLAND VALLEY STATE NORMAL
SCHOOL, SHIPPENSBURG, PA.; SUPERINTENDENT OF THE PUBLIC
SCHOOLS OF CUMBERLAND COUNTY, PA.

PHILADELPHIA :

CHRISTOPHER SOWER COMPANY,

124 NORTH EIGHTEENTH STREET.

TO VIDUA
CALIFORNIA

*Gift of A. Williams
to Education Dept.*

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By A. J. BEITZEL.

WESTCOTT & THOMSON,
Settypers and Electrotypers, PHILADELPHIA.

SUGGESTIONS TO TEACHERS.

THE want of a complete system of phonetics and the numerous exceptions to the rules for spelling make English orthography one of the most difficult tasks of school-life. Correct spelling must be learned through the exercise of sight, hearing, memory, and the understanding. The sense-impressions of the forms, the names, and the order of the letters of a word, made through the eye and the ear, should be firm and absolutely correct. The details and unity of a picture are most easily remembered by association, and the same law is applicable to letters and words. Both oral and written spelling should be employed, and so varied as to avoid monotony. In either case the pupil should be taught to think both of the names and the forms of the letters, as well as of their order.

The following points as to method are left to the teacher to arrange and combine as his judgment dictates:

The Study of the Lesson.—1. Look carefully at a word until its form is fixed in the mind. 2. Turn the eyes from the book; recall in imagination the form of the word; write the word upon the tablet. 3. Compare the written word with the printed word, and thereby verify it. 4. Think or ascertain what its meaning is, and use it in a sentence.

Syllabication.—Syllabication should be a feature of every recitation. In oral spelling the syllables should be pronounced in their order as spelled, and the entire word pronounced when

the final syllable has been spelled. In written spelling a small space should be left between the syllables or a hyphen should be inserted.

Phonic Analysis.—A word is analyzed phonically by giving the sounds of the letters which compose it. This exercise develops distinct articulation, and therefore leads to correct pronunciation.

Pronouncing Exercises.—Pupils should frequently be required to take turns in dictating words to be written by the other members of the class. The teacher should stand as critic, and permit no mispronounced words to pass without correction.

Word-building and Word-analysis.—The formation of derivatives from English primitives by joining prefixes or suffixes, and the reverse of this process, are valuable drills in spelling, besides giving a knowledge of the meaning of words.

Etymology.—The author hopes that the systematic analysis of the structure of Anglo-Saxon, Latin, and Greek derivatives may be well adapted to exercise the analytic faculty of the pupil and to stimulate to further literary effort.

PRELIMINARY OBSERVATIONS.

ORTHOGRAPHY.

LETTERS.

Orthography is that branch of study which treats of the forms, sounds, and combinations of letters.

An **Alphabet** is a series of letters which form the elements of written language, and represent the simplest sounds of spoken language. These simple sounds are called *elementary* sounds.

The word *alphabet* is derived from the names of the first two letters, *alpha* and *beta*, of the Greek alphabet.

The English alphabet is imperfect, since it does not have a separate character for each distinct sound.

The letters of the alphabet are divided into **vowels** and **consonants**.

The vowels are **a**, **e**, **i**, **o**, **u**, and sometimes **w** and **y**. As a vowel, **w** is equivalent to **u**, and **y** to **i**.

The consonants are the remaining letters of the alphabet, with **w** and **y** when not used as vowels.

A **vowel** is a letter representing a *full* and *free* sound of the human voice. Vocal sounds are produced by the vibration of the vocal cords set in motion by the breath.

A **consonant** is a letter representing a sound modified by the

organs of speech. The organs of speech are the *lips*, the *teeth*, the *tongue*, the *palate*, and the *pharynx*. The literal meaning of the term consonant is *sounding with*, and it is applied to these letters because they are rarely used in words without having a vowel joined to them in the same syllable. Their sounds, however, may be uttered separately.

Cognates are letters whose sounds are produced by the same organs in the same manner; thus, *b* is a cognate of *p*; *f* of *v*, etc. It should be noted, however, that one is always an undertone and the other a whisper.

Equivalentents are letters having the same sound; as *i* and *y* in *wire* and *lyre*.

A **silent letter** is one which forms a part of a written word, but is not sounded in pronunciation.

A **diphthong** is the union of two vowels to represent one sound. The diphthongs are *oi* and *ou*; *oy* and *ow* are their equivalentents.

A **digraph** is the union of two vowels, one of which is silent; as *ai* in *fail*, *ea* in *heat*, *ei* in *rein*. The union of two consonants representing but one sound is also called a digraph; as *sh* in *shape*, *ch* in *chat*, *ph* in *phrase*.

A **triphthong** is the union of three vowels in one syllable; as *eau* in *beau*. The union of three vowels or three consonants is sometime called a **trigraph**.

The English alphabet contains twenty-six letters. These letters represent about forty-three elementary sounds. The elementary sounds are divided into *vocals*, *sub-vocals*, and *aspirates*.

A **vocal** is an impulse of pure tone. Vocals are represented by the vowels.

A **sub-vocal** is an impulse of tone, modified by the organs of speech.

An **aspirate** is an impulse of breath, modified by the organs of speech. Sub-vocals and aspirates are represented by the consonants.

The characters used to mark the different sounds of letters are called **diacritical marks**.

VOWEL MARKINGS.

The macron,	—	as in	âte, êve.
“ breve,	˘	“	băt, fôx.
“ dot,	•	“	âsk, wâs.
“ diaeresis,	••	“	ârm, gll.
“ circumflex,	ˆ	“	fâre, thêre.
“ wave or tilde,	˜	“	fîr, têrm.

CONSONANT MARKINGS.

The bar,	—	as in	ġet, lînk.
“ dot,	•	“	ġem, ġin.
“ cedilla,	¸	“	ġell, hîġ.
“ suspended bar,	⸗	“	exîst.