

WORD BOOK OF ENGLISH SPELLING

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649453245

Word Book of English Spelling by William Swinton

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

WILLIAM SWINTON

**WORD BOOK OF
ENGLISH SPELLING**

UNIV. OF
CALIFORNIA
WORD BOOK

OF

ENGLISH SPELLING,

BY

WILLIAM SWINTON, A. M.,

AUTHOR OF "WORD ANALYSIS," "WORD PRIMER," "LANGUAGE SERIES,"
"CONDENSED HISTORY OF THE UNITED STATES," ETC.

REVISED EDITION.

NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY.

TO MY
AMPHIBIA

CORVAX, 1872.

By WILLIAM SWINTON.

Copyright, 1900, by R. W. E. Swinton.

Copyright, 1904, by Jean Swinton.

E-P 4

*Gift of Publisher
to*

PREFACE.



ONE of the most difficult tasks of school life is to learn to spell common English words correctly. Hence correct spelling is regarded as a sign of culture, and bad spelling indicates the lack of it.

Orthography can not be taught in twelve easy lessons to be mastered in a week, nor can it be gained from reading-lessons or from the text-books on grammar and arithmetic. There is need for a special book constructed with special reference to the mastery of the words in common use and with distinct regard to their meaning and use. Many of the errors in spelling arise either from the failure of the writer to discern clearly the customary usage of letters to represent sounds, or from the failure to discriminate between two words similar in sound but distinguished by their spelling.

This book has been in publication many years, and has secured its place in the schools as a most useful text-book for teaching spelling. The revision made in the new plates is not structural. Care has been taken to correct a few errors which had long escaped attention because of their insignificance. A few obsolescent words have been dropped.

Lists of words written from dictation should not be punctuated. The use of the capital letter for proper nouns should be insisted upon.

The Word Book was written with the hope of arousing interest in the pupils and of securing the correct spelling of common English words by such selection, arrangement, and contrasts as would impress upon the memory not only the exact form of the word but the meaning that accompanies the form. It has also been found that such an intelligent study of word-forms leads to a keener perception of the shades of meaning that may be obtained by a careful choice of words. The study of the speller is thus a preliminary step in the acquirement of a wide and powerful diction.

SWINTON'S WORD BOOK.

SECTION I.

FIRST YEAR'S WORK.

FIRST MONTH.

1. Objects in a Schoolroom.

Written Exercise.

Write the words clearly, arranging them in four columns.

<i>desks</i>	<i>ta' ble</i>	<i>black' boards</i>	<i>spong' es</i>
<i>chairs</i>	<i>chalk</i>	<i>plat' form</i>	<i>pen' cils</i>
<i>books</i>	<i>stove</i>	<i>point' ers</i>	<i>knives</i>
<i>slates</i>	<i>teach' er</i>	<i>rub' bers</i>	<i>ru' lers</i>
<i>charts</i>	<i>bell</i>	<i>pic' tures</i>	<i>clock</i>
<i>maps</i>	<i>cray' ons</i>	<i>schol' ars</i>	<i>pa' per</i>

2. Names of Boys and Girls.

Written Exercise.

Names of persons and of places should always begin with a capital letter.

<i>Al' bert</i>	<i>Hen' ry</i>	<i>Al' ice</i>	<i>Grace</i>
<i>Charles</i>	<i>Ja' cob</i>	<i>Ber' tha</i>	<i>Hel' en</i>
<i>Da' vid</i>	<i>John</i>	<i>Char' a</i>	<i>F' da</i>
<i>Ed' ward</i>	<i>Leo' is</i>	<i>Do' ra</i>	<i>Jane</i>
<i>Frank</i>	<i>Mo' ses</i>	<i>El' len</i>	<i>Kate</i>
<i>George</i>	<i>Pe' ter</i>	<i>Flor' ence</i>	<i>Lid' cy</i>

3. Pronunciation and Oral Spelling.

Words having the long sound of a, as in *fate*, marked **a**.

grape	ma' tron	wa' ger	an' gel	sa' ior
bathe	pa tron	sa tan	man ger	sales man
gate	pas try	ra ven	stran ger	trades man
paste	a corn	la tent	na val	grave yard
scrape	va por	na ture	na tion	na sal

4. Pronunciation and Oral Spelling.

Words in which other letters have the sound of long a.

brain	dai' ly	rail' road	cray' on
snail	dain ty	sail or	may or
skein	rai ment	hei nous	day time
chain	dai sy	jail er	rai sin
whay	wait er	rein deer	pay ment

5. Names of Common Animals.

Written Exercise.

hors' es	po' nies	mas' tiffs	squit' rels
calves	pup' pies	spar' rows	wea' sels
sheep	kit' tens	span' iels	don' keys
lambs	heif' ers	ter' ri ers	mules
cows	hounds	rab' bits	cat' tle

6. Parts of a House.

Written Exercise.

en' try	at' tic	li' bra ry	clo' et
par' lor	cel' lar	pan' try	cu' po la
kitch' en	gar' ret	ve ran' da	pi as' za
bed room	base ment	clothes' press	bal' co ny
cham' ber	stair case	ban' is ter	cup' board

7. Pronunciation and Oral Spelling.Words having the short sound of a in *add*, marked **â**.

hat	bal' lad	wag' on	pas' sion
wag	ac id	pat ent	ac tion
rap	ad der	ad dle	tas sel
have	al um	cab in	gal lop
slant	an vil	Ar ab	ham mock

8. Pronunciation and Oral Spelling.Sound of **â**. Be careful to give the short sound of a in every word.

ac' cent	gal' lant	flan' nel	car' ry
ab sence	scaf fold	las so	sal ad
hav oc	blad der	pal ate	lan tern
das tard	clat ter	span gle	gath er
an gle	mar ry	an swer	rath er

9. Written Spelling.

Household Names.

Names of Small Fruits.

<i>fa' ther</i>	<i>hus' band</i>	<i>ap' ples</i>	<i>cur' rants</i>
<i>moth' er</i>	<i>wife</i>	<i>a' pri cots</i>	<i>straw' ber ries</i>
<i>brot' er</i>	<i>un' cle</i>	<i>pears</i>	<i>rasp' ber ries</i>
<i>sis' ter</i>	<i>aunt</i>	<i>peach' es</i>	<i>goose' ber ries</i>
<i>niece</i>	<i>cous' in</i>	<i>quin' ces</i>	<i>black' ber ries</i>

10. Written Spelling.

Names of Tools.

Occupations.

<i>wal</i>	<i>hatch' et</i>	<i>hat' ter</i>	<i>butch' er</i>
<i>ax</i>	<i>ham' mer</i>	<i>paint' er</i>	<i>coop' er</i>
<i>knife</i>	<i>an' ger</i>	<i>brew' er</i>	<i>car' pen ter</i>
<i>plane</i>	<i>chis' el</i>	<i>print' er</i>	<i>mil' li ner</i>
<i>shears</i>	<i>gim' let</i>	<i>gar' den er</i>	<i>teach' er</i>