

**THE PROGRESSIVE  
COURSE IN SPELLING:  
IN TWO PARTS**

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The Progressive Course in Spelling: In Two Parts by J. N. Hunt

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**J. N. HUNT**

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IN TWO PARTS**



TO VIVID  
ARTICULATE

I TELL you earnestly, you must get into the habit of looking intensely at words, assuring yourself of their meaning, syllable by syllable, nay, letter by letter. . . .

A well-educated gentleman may not know many languages, may not be able to speak any but his own, may have read very few books; but whatever language he knows, he knows precisely; whatever word he pronounces, he pronounces rightly.

Let the accent of words be watched, and closely; let their meaning be watched more closely still.

— JOHN RUSKIN.

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PROGRESSIVE SPELLING.

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*List of Publishers  
to ... ..*

## PREFACE

In recent years the study of English has received more attention in high schools and colleges than ever before. In some public schools, however, there has been a tendency to neglect or slight such fundamental phases of English work as *spelling* and *pronunciation* by making them simply *incidental* to other studies. As a result, business men who employ pupils from the grammar-school grades find many poorly equipped in spelling, and high-school instructors complain that many students, for the same cause, are not well prepared for their work.

The "Progressive Course in Spelling" has been prepared with the hope that its use would awaken an interest in and encourage the study of words. Attention is invited to the *grading* and *grouping* of its contents.

1. **As to Grading.** Each of the Two Parts is planned to cover the work of three years, or three grades. The vocabulary of each Part has been selected from the textbooks used in the several grades and also from other sources, so that it includes the words *necessarily* used by the pupil both in and out of school, and the order of their presentation is in harmony with his advancement.

2. **As to Grouping.** The arrangement of the vocabulary is such as to provide for the study of related words. The exercises include: (a) words *phonetically* arranged; (b) words *topically* arranged; (c) drills on *grammatical forms, prefixes, suffixes, synonyms, homophones, etc.*

Besides furnishing a great variety of exercises on these topics, the "Progressive Course" indicates both **accent** and **syllabication**, and employs a system of diacritical markings by which the pupil is rendered self-helpful in acquiring a correct pronunciation.

## SYLLABLES AND ACCENT

A **syllable** is a word, or the part of a word, that is uttered by one impulse of the voice.

A **monosyllable** is a word of one syllable; a **dissyllable** is a word of two, a **trisyllable** of three, and a **polysyllable** of four or more syllables.

**Accent** is the greater force or stress of voice which distinguishes one syllable from another syllable of the same word.

In the word-columns of this book each accented syllable is indicated by placing the mark of accent (') to the right and a little above it. Many words of three or more syllables have two syllables accented, thus: *in'tro-duce'*, *in'vi ta'tion*. The greater stress, or **primary accent**, is indicated by the heavier accent mark; the weaker stress, or **secondary accent**, is shown by the lighter mark.

## WORDS CLASSIFIED

A **primitive**, or **root-word**, is one not derived from any other word of the language; as, *go*, *man*, *boy*. Two or more root-words combined may form **compound words**, as, *workman*. Some compound words are written with the hyphen; as, *to-day*, *forget-me-not*.

A **derivative** word is one formed from a primitive by changing it internally, or by adding a **prefix** or **suffix**; as, *men*, *unmanly*.

**Synonyms** are words of the same or similar meaning, as, *royal*, *kingly*. **Antonyms** are words of opposite meaning; as, *life*, *death*.

**Homophones** are words of the same sound, but different in spelling and meaning; as, *see*, *sea*; *bin*, *been*.

**Homographs** are words of the same sound and spelling, but differing in meaning; as the noun *bear* and the verb *bear*; or *pound*, meaning *to strike*, *an inclosure*, *a weight*.

## SOUNDS AND SYMBOLS

All *spoken* words are composed of simple or **elementary sounds**.

A **vocal** is an elementary sound made of pure voice or tone; as the sound of *a* in *ate*.

A **diphthong** is the union of two vocals in one syllable; as *ou* in *out* or *oi* in *oil*.

A **subvocal** or **voiced consonant** is an elementary sound made of voice and breath united; as the sounds of *m* and *n* in *man*.

An **aspirate** or **voiceless consonant** is an elementary sound made of pure breath; as the sounds of *t* and *p* in *top*.

The letters that represent vocals are called **vowels**. The regular vowels are *a*, *e*, *i*, *o*, and *u*.

The other letters of the alphabet are **consonants**.

Since there are some *forty-five* elementary sounds in the English language, and only *twenty-six* letters in the alphabet, some letters must represent more than one sound.

A **digraph** is a group of two vowels or two consonants representing one elementary sound, as *ea* in *head*, or *th* in *bath*.

To provide a symbol for each elementary sound, **diacritical marks** are used with each vowel and also with the consonants *c*, *g*, *n*, *s*, *th*, and *x*.

TABLE OF DIACRITICAL MARKS

MARKS	NAMES	SYMBOLS	MARKS	NAMES	SYMBOLS
—	Macron . . . .	ā	˜	Tilde (til/dě) . .	õ
˘	Breve . . . .	ä	—	Lower bar . . .	ṅ
ˆ	Circumflex . . .	â	⊥	Suspended bar . .	ḡ
◌̂	Breve-circumflex .	ô	—	Transverse bar .	ç
˙	Dots above . . .	ë	ç	Cedilla . . . .	ç
˘	Dots below . . .	è	ˆ	Modified macron .	â
˙	Dot above . . .	â	˘	Inverted breve .	ä
˘	Dot below . . .	à	—	Tie bar . . . .	đū, tū

For all the uses of these marks, see the two following pages.



## GUIDE TO PRONUNCIATION

### TABLE OF ACCENTED VOCALS

	SYMBOLS		SYMBOLS
Long <i>a</i> . . .	<i>a</i>	as in ate,	<i>ā</i>
Short <i>a</i> . . .	<i>ă</i>	at,	<i>â</i>
Medial <i>a</i> . . .	<i>â</i>	ask,	<i>ã</i>
Italian <i>a</i> . . .	<i>ã</i>	arm,	<i>ä</i>
Flat <i>a</i> . . .	<i>â</i>	air,	<i>â</i>
Long <i>e</i> . . .	<i>ē</i>	eat,	<i>ē</i>
Short <i>e</i> . . .	<i>ĕ</i>	end,	<i>ĕ</i>
Long <i>i</i> . . .	<i>ī</i>	ice,	<i>ī</i>
Short <i>i</i> . . .	<i>ĭ</i>	it,	<i>ĭ</i>
Long <i>o</i> . . .	<i>ō</i>	as in old,	<i>ō</i>
Short <i>o</i> . . .	<i>ŏ</i>	on,	<i>ŏ</i>
Medial <i>o</i> . . .	<i>ŏ</i>	soft,	<i>ŏ</i>
Broad <i>o</i> . . .	<i>ó</i>	orb,	<i>ó</i>
Long <i>oo</i> . . .	<i>ōō</i>	boot,	<i>ōō</i>
Short <i>oo</i> . . .	<i>ŏŏ</i>	foot,	<i>ŏŏ</i>
Long <i>u</i> . . .	<i>ū</i>	use,	<i>ū</i>
Short <i>u</i> . . .	<i>ŭ</i>	up,	<i>ŭ</i>
Circumflex <i>u</i> . . .	<i>û</i>	urn,	<i>û</i>

DIPHTHONGS: *oi* in oil = *oy* in boy  
*ou* in out = *ow* in cow.

### EQUIVALENTS OF ACCENTED VOCALS

<i>ä</i> . . . as in what = <i>ŏ</i>	<i>ô</i> . . . as in sôn = <i>ū</i>
<i>â</i> (broad) . . . " all = <i>ô</i>	<i>ŏ</i> . . . " dŏ = <i>ōō</i>
<i>ê</i> (before <i>r</i> ) . . . " whêre = <i>â</i>	<i>ŏ</i> . . . " wŏlf = <i>ŏŏ</i>
<i>ē</i> . . . " theŷ = <i>â</i>	<i>ŭ</i> . . . " rŭle = <i>ōō</i>
<i>ĕ</i> (tilde) . . . " fĕrn = <i>û</i>	<i>ŭ</i> . . . " fŭll = <i>ŏŏ</i>
<i>ĭ</i> . . . " valise = <i>ĕ</i>	<i>ÿ</i> . . . " mÿ = <i>ī</i>
<i>ĭ</i> (tilde) . . . " gĭrl = <i>û</i>	<i>ÿ</i> . . . " sÿstem = <i>ī</i>
<i>ŭ</i> . . . " wŏrk = <i>û</i>	<i>ÿ</i> . . . " mÿrtle = <i>û</i>

### VOCALS IN UNACCENTED SYLLABLES

MODIFIED LONG VOWELS: *â* in li'bră ry, *ê* in ê vent',  
*ŏ* in pô et'ic, *û* in û nite'.

OBSCURE SHORT AND MEDIAL VOWELS: as in fi'năl,  
 si'lent, cŏn trol', sŭb mit', *ŏ* = *ŭ* in drag'ŏn, and *â* in so'fâ.

TILDE *e* as in o'vĕr = *ă*, *ĭ*, *ŏ*, or *ÿ* as in li'ăr, ta'pĭr,  
 ac'tŏr, sat'ÿr.

## VOICED CONSONANTS OR SUBVOCALS

SYMBOLS		SYMBOLS	
b	as in bat, bad, bubble	r	as in rat, term, tarry
d	“ did, had, riddle	th	“ the, with, that
g	“ go, log, Gorgon	v	“ vine, very, give
j	“ jug, just, enjoy	w	“ we, wet, will
l	“ lip, lily, lively	y	“ yes, yet, young
m	“ man, member	z	“ zone, zigzag
n	“ not, ran, none	z	“ azure, = sound of
ng	“ sing, sang, ring	zh	zh

## VOICELESS CONSONANTS OR ASPIRATES

f	as in fan, fife, fifty	t	as in tin, pit, strut
h	“ hat, hold, beheld	th	“ thin, thick, fifth
k	“ kind, like, kick	sh	“ she, shall, blush
p	“ pin, help, peep	ch	“ child, march
s	“ sit, picks, decks	wh = hw	“ when, wheat

## CONSONANTAL EQUIVALENTS

ç	as in niçè	=s	qu	as in quite	=kw
e	“ eat	=k	qu	“ bouquet	=k
çh	“ machine	=sh	ç	“ haç	=z
ğ	“ âge	=j	ç	“ leigüre	=zh
i	“ union	=y	x	“ ox	=ks
n	“ think	=ng	ç	“ exist	=gz
ph	“ Ralph	=f			

The tie bar, as in nat<sup>̄</sup>ure, verd<sup>̄</sup>ure, indicates an allowable tendency to give t<sup>̄</sup> the sound chu, and d<sup>̄</sup> the sound ju; but the *preferred* pronunciation is t<sup>̄</sup> and d<sup>̄</sup>.

In the word columns of this book, *italics* indicate silent letters; as *a* in loaf, *b* in lamb.

## THE ALPHABET

SCRIPT	ROMAN	SCRIPT	ROMAN
<i>A</i>	<i>a</i>	<i>N</i>	<i>n</i>
<i>B</i>	<i>b</i>	<i>O</i>	<i>o</i>
<i>C</i>	<i>c</i>	<i>P</i>	<i>p</i>
<i>D</i>	<i>d</i>	<i>Q</i>	<i>q</i>
<i>E</i>	<i>e</i>	<i>R</i>	<i>r</i>
<i>F</i>	<i>f</i>	<i>S</i>	<i>s</i>
<i>G</i>	<i>g</i>	<i>T</i>	<i>t</i>
<i>H</i>	<i>h</i>	<i>U</i>	<i>u</i>
<i>I</i>	<i>i</i>	<i>V</i>	<i>v</i>
<i>J</i>	<i>j</i>	<i>W</i>	<i>w</i>
<i>K</i>	<i>k</i>	<i>X</i>	<i>x</i>
<i>L</i>	<i>l</i>	<i>Y</i>	<i>y</i>
<i>M</i>	<i>m</i>	<i>Z</i>	<i>z</i>