

**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
John Swett

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A

UNIV. OF
CALIFORNIA

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.

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.*

PART I.
SPELLING AND PRONUNCIATION.

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.

Verb.	Pres. Part.	Past Part.
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.

Positive.	Comparative.	Superlative.
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 coive	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.