

Unit 3

Syllables and Multiple Consonant Phonograms

Syllables

1. Read the normal words below for spelling first. This means you say each syllable with the same strength.

cam-el	med-al	bod-y	hap-py	diz-zy	mel-on
lem-on	av-id	ac-tiv-i-ty	ped-al	bot-tom	ban-quet
lim-it	ben-e-fit	cab-in-et	ed-it	sal-ad	ax-is
ten-nis	at-las	sum-mon	gos-sip	com-mon	but-ton
fam-i-ly	an-i-mal	trum-pet	pel-i-can	sys-tem	pump-kin
jav-e-lin	con-so-nant	gal-ax-y	prob-lem	hos-pi-tal	plan-et
in-fest	con-sent	ex-press	in-tend	con-sist	ex-tend

When we speak normally we say one syllable stronger than the other. The stronger syllable has the stress. Read the words again normally, taking note of which syllable has the stress. Mark the stress on the stronger syllable of each word like this:

`cam-el in-`fest

Usually the vowel in the unstressed syllable cannot be heard clearly. We call this sound the *schwa*. When we hear the schwa sound, we number it with a zero, like this:

cam-⁰el

2. a. The words in this group have no meaning, therefore there is no definite place where the stress must fall. Read the words for spelling first. That means you must emphasise both syllables.

pon-tel	ad-e-lip	fot-tom	rus-trel	fint-a-lic	sym-let
pym-pa-bel	gus-tin	fav-i-lop	pot-a-del	dom-in-ist	pus-ty
kin-da-pal	ran-i-lop	fan-i-ty			

- b. Read the words again, this time putting the stress on the first syllable.
- c. Read the words a third time, putting the stress on the last syllable.

Unit 8

Review

1. Write down all the phonograms you know which have only one sound.

2. Write phonograms you know which have two sounds.

3. a. In the chart below, the vowel sounds are given on the top line. Write in the white boxes the phonograms you know which can say the same sound as those on the top line.

Vowel Sounds and their Phonograms

¹ a	² a	³ a	⁴ a	⁵ a	¹ e	² e	¹ i	² i	² o	³ o	⁴ o	³ u	²⁽²⁾ u	¹ ow	er	oi
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b. Which vowel sound has only one phonogram to represent it? _____

c. The grey boxes are spaces for other phonograms you haven't learnt yet. What sounds will have the greatest number of phonograms to represent them?

3. If the suffix begins with a consonant, the *one one one double rule* does not apply.

a. Add **s** to the following words.

fit____ flip____ dig____ wind____ bat____

b. Add **ly** or **ness** to the following words.

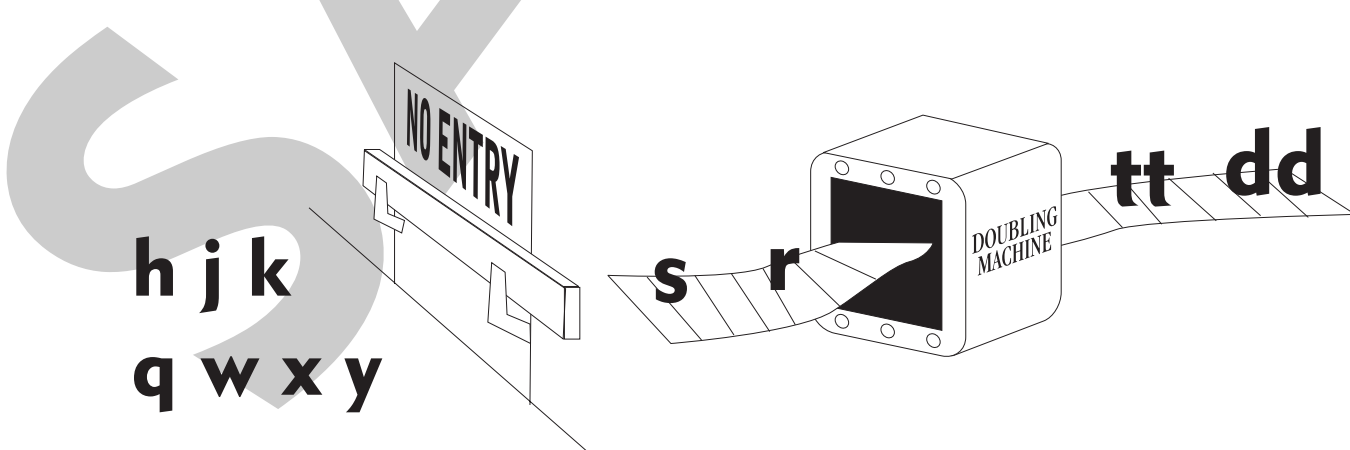
fit____ thin____ mad____ sad____ bad____
 kind____ grand____ sweet____

4. Fill in the following table adding the consonant suffixes which will suit. Nothing needs to be changed to the base word.

	s	ly	less	ness	ful	ment
help						
ship						
hope						
great						
kind						
sad						
brave						
manage						
fear						
ap-point						

The 'Never Double' Consonants

h, j, k, q, w, x and **y** are consonants that will never double. Learning these letters will help with using the *one one one double rule*.



More Rules for the Sound 'o'

1. a. Which phonograms may represent the sound 'o'?

- b. Which ones cannot be used at the end of a word? _____

- c. Which one can be used at the end of a word? _____

2. a. Which phonograms can say 'o' at the end of a two syllable word?

- b. Read these words which end in o.

dingo ego virgo cargo bongo
flamingo lego bingo drongo

What else do they all have in common?

- c. Read these words which end in o.

ditto motto veto ghetto potato
tomato auto blotto Esperanto lotto
memento pesto risotto

What else do they all have in common?

- d. What about these words ending in o? Find meanings in the dictionary for words you don't know.

cello ('chello') piano piccolo bongo banjo
soprano alto allegro

What else do they all have in common?

- e. Here are some more multi-syllable words which end with the phonogram o to say 'o'.

ra-di-o vid-e-o pat-i-o em-bry-o
cam-e-o ster-e-o aud-i-o

Can you find anything else common to all of them?

Application for permission to use the 2 1 1 double rule (for two syllable words only)

Word

Suffix

Answer the following questions:

1. Can the last consonant be doubled?
(h, j, k, q, w, x and y never double)
yes go to Q2
no STOP — can't double
2. Does the suffix begin with a vowel?
yes go to Q3
no STOP — can't double
3. Does the **last syllable** have one vowel?
yes go to Q4
no STOP — can't double
4. Does the **last syllable** have one consonant after the vowel?
yes go to Q5
no STOP — can't double
5. Is the last consonant l?
yes go to Q6
no go to Q7
6. Which country are you from?
Britain/Australia go to finish
USA go to Q7
7. Is the stress on the **last syllable**?
yes go to finish
no STOP — can't double

FINISH: Congratulations! All conditions are met. You may now double the final consonant.

Word with ending

c. Learn this rule.

When **o** follows **wh**, **wh** says 'h'.

d. Read these words, noticing how 'h' is heard instead of 'wh'.

who whose whom whole whooping

e. Some informal or slang words which people sometimes use break the rule. Read them.

whop whoops whopper whoosh

3. a. We hear 'ng' in the words below, even though **ng** is not written. Listen for the 'ng' sound as you read.

think thank bank honk sink spunky

b. Learn this rule.

ng may never be written before **k**.

c. Write the words your teacher dictates.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

4. a. Which sound is **y** saying in these words? Read the words and number each **y** with 1, 2, or 3.

yell	yes	yet	yard	young	you
youth	yabby	yak	yo-yo	year	yellow
yummy	yam	yonder			

b. Now read these words and number each **y** with 1, 2, or 3.

happy	funny	python	July	cry	early
deny	syphon	style	myth		

c. What do you notice?

d. Where is **y** a consonant?

e. Where does it act as a vowel?
