English as a Second Language (ESL), Accent Reduction, and Modification Resource Manual

An Honors Thesis (HONRS 499)

by

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Abstract

Learning to speak a new language is a difficult and interesting task. However, the responsibility of the individual teaching the second language is far greater. The teacher must cover all aspects of a language in order to give the second language learner all the information necessary to understand and speak the new language fluently. When the teacher is new to such a task, the process of finding new materials to incorporate into lesson plans can be very daunting. I spent the past semester researching and collecting materials in order to create a resource manual for future clinicians that are assigned English as a Second Language (ESL) clients in order to help ease their angst throughout the process.

Acknowledgements

I would like to thank Mrs. Melanie Houk for advising me throughout this project. She made herself available to me when I had any questions regarding my thesis project. She also provided me with constructive critiques as well as affirmations that encouraged me throughout the semester. I am very grateful for her help.

I would also like to thank Dr. Kris Rugsaken for allowing me to utilize some of his lesson plans from the Thailand English Camp project in order to make my project more comprehensive.

I would like to thank the following individuals for completing peer reviews of my resource manual: Sarah Braun, Denesie DeLucio, Janelle Cochard, and Brittany Warnke.

Lastly, I would like to thank Deborah Stepp for her encouragement.
Senior Honors Thesis Author’s Statement

The goal for my thesis was to create a resource manual for the Ball State University’s Speech Language Pathology Department targeting accent reduction clients. The resource manual includes activities and drills that can be used in a clinical setting with English as Second Language (ESL) students that request assistance from the clinic. The document includes activities for all age levels of ESL students that may be referred to the Ball State Clinic. The rationale for each of the activities and the techniques for implementation are included in the manual. The sections found in the manual include the following: an introduction, idioms, vocabulary, prefixes and suffixes, vowel and consonant pronunciation, article grammar rules, clinician evaluation, and a mini “directory.” I also included a section filled with websites categorized by topic as a further resource for clinicians. Lastly, I have added a works cited page.

The project is based on research, interviews with speech pathology professionals that work with ESL clients, and interviews with accent reduction students. I asked my peers that are assigned ESL clients to provide resources for my research and to share new activities used in their therapy sessions. I observed a speech therapy session with an ESL client at the Ball State speech clinic. I contacted a speech language pathologist in my hometown as well. I included her credentials in the introduction of my manual.

Currently, Ball State University is experiencing an increase in the number of English as Second Language students including international students. Ball State University continues to encourage international students to attend the university. As a result, I expect that the number of international students that will take advantage of the opportunity will continue to increase in future years. Also, many of the international students continue their education by attending graduate school at Ball State and at other universities. Those that are awarded graduate assistant positions are often placed in situations where they must do public speaking. The international students, in many cases, have studied the English language extensively, but must fine-tune their speech to minimize accents and polish pronunciation in both receptive and expressive language.

The resource manual will be most beneficial to future Speech Language Pathology clinical students as a reference book that will guide them and give them options for activities in
the clinical setting. My advisor, Melanie Houk, M.A., SLP-CCC, reviewed and critiqued the materials as I produced them, and, as a result, a working document is available as my project is now completed.

While in the process of completing this assignment, I have further practiced writing lesson plans and planning for therapy sessions. I also interacted with other speech language pathologists of both the undergraduate level and those with their licensure. In turn, this broadened my knowledge and increased my talent as a future speech pathologist. I hope to incorporate additional therapy skills and different approaches that I have learned throughout this process. Additionally, I have had the opportunity to network with professionals in the field, which could lead to collaboration and career opportunities in the future. The added benefit in completing this thesis, on a personal level, is that the project will benefit the next class of undergraduate clinicians.

Now that I have completed my thesis, I will be able to utilize the project while studying abroad this summer. I am going to Thailand as an English Camp Instructor for Thai college students. The students will have knowledge of the language already, but need to focus on accent reduction similarly to the international students at Ball State. The process of creating therapy activities has helped me to review grammar rules, which I will also utilize as a camp instructor this summer in Thailand.
Resource Manual: English as a Second Language (ESL) / Accent Reduction and Modification

Allison Stepp
Ball State University
Honors Senior Thesis Project
Spring 2011
ESL Resource Manual

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Introduction

This manual is dedicated to the Ball State University’s Speech Language Pathology Department as a resource to clinicians assisting accent reduction clients. This manual includes activities and drills to be used in a clinical setting with English as Second Language (ESL) students that request assistance from the clinic. The manual includes activities geared towards adults; however, the manual could be used with all age levels.

Included is the rationale for each of the activities and drills, as well as helpful hints and techniques for implementation. The concept of the manual was the result of my clinical experience with an accent reduction student as well as my desire to create a meaningful document for my Honors Program Thesis. I realized in working with an accent reduction client that the BSU Speech Pathology Clinic did not have many resources readily available and, as a result, I spent many hours gathering information for my client. It is my hope that clinicians that view this working document and will utilize it for the benefit of students that request accent reduction services.

The project was based on research, interviews with speech pathology professionals that work with ESL clients, and interviews with accent reduction students. I asked my peers that are assigned ESL clients to provide resources for my research and to share new activities used in their therapy sessions. I observed speech therapy sessions with ESL clients both at the Ball State speech clinic and the local school districts. I also contacted a speech language pathologist from the University of Cincinnati (UC), Mrs. Sue Schmidlin, SLP-CCC. She gave me the opportunity to view the materials used within UC’s speech clinic.

Currently, Ball State University is experiencing an increase in the number of English as Second Language students. Ball State continues to encourage international students to attend the university. As a result, I anticipate that the number of international students that will take advantage of the opportunity to attend Ball State University will continue to increase in the future. In addition, many international students continue their education by attending graduate school. Those that are awarded graduate assistant positions are often placed in situations where they must do public speaking. The international students, in many cases, have studied the English language extensively, but must fine-tune their speech to minimize accents and
polish pronunciation, which requires therapy in both receptive and expressive language. This resource manual will be most beneficial to future Speech Language Pathology clinical students as a reference book that will provide guidance and give options for activities in the clinical setting.

While in the process of completing this assignment, I sharpened my skills in writing lesson plans and planning for therapy sessions. I had the opportunity to interact with other speech language pathologists, which could lead to future collaboration. In turn, this will broaden my knowledge and increase my effectiveness as a speech pathologist. The added benefit in completing this thesis, on a personal level, is that the project will benefit the next class of undergraduate clinicians.

This project would not have been achievable without the mentoring provided by my advisor, Melanie Houk, SLP-CCC. I appreciate her expertise, the time that she spent reviewing my material and the guidance that she has shown me throughout my clinical experience. In addition, I thank her for the encouragement that she has provided to me. I wish to thank Dr. James Ruebel, Dean of the Honors College, for approving this project as an Honors Program Thesis. I appreciate the support and guidance that he has provided to me while in the Honors Program at Ball State University.

On an additional note, I will be able to utilize this manual while traveling to Thailand as an English Camp Instructor for Thai college students, under the direction of Dr. Kris Rugsaken. The Thai students will have knowledge of the English language already, but need to focus on accent reduction and comprehension similarly to the international students at Ball State University. The process of creating therapy activities has helped me to review grammar rules, which I will also utilize as a camp instructor this summer in Thailand. I sincerely hope that the speech pathology students that utilize this manual will feel empowered by having these resources readily available to them and their clients.

Allison Stepp
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April 2011
**Idioms**

**What is an idiom and why should idioms be taught to second language learners and ESL students?**

Webster defines an idiom as “an expression in the usage of a language that is peculiar to itself either grammatically (as no, it wasn’t me) or in having a meaning that cannot be derived from the conjoined meanings of its elements.” More simply, an idiom is a word or a phrase that has a figurative meaning different from the literal meaning. Example idioms include the following: It’s raining cats and dogs; Once in a blue moon; Water under the bridge; etc.

Within this section there is a list of idioms and their meanings, which includes the origin and an example sentence. This is not a complete list! Accessing online resources as well as resource books available at a local bookstore or online is recommended. After the idiom list, there are quizzes to go along with the idioms and the definitions.

Teaching idioms is very similar to teaching new vocabulary words. They are so common in our daily language that sometimes we unaware of how often we use them in conversation.

**Suggested activities**

To get started, it may be best to explain what an idiom is and to give the client some examples. Make sure to include the origin when explaining new idioms; this gives the individual a foundation for understanding where the idiom came from. After defining what an idiom is, go through a portion of the idioms listed below (or from a different list) in order to introduce new phrases and their meanings. Once the client has an understanding of some of the idioms, try giving him or her a quiz either on paper or verbally. To vary teaching style, try using idiom card decks and games online. Check the accuracy and validity of the information found online before using it immediately in therapy as it is not always correct. Once the client has a grasp for the idiom and its meaning, try having him or her create sentences with the idioms.
The following list was compiled from the *Scholastic Dictionary of Idioms* by Marvin Terban. Marvin, T. (1996). *Scholastic Dictionary of Idioms*. New York, NY; Scholastic, Inc.

Idiom list

1. **Add fuel to the fire** (p. 1)
   
   “I was already angry with you, and when you forgot to pick me up, that really added fuel to the fire.”
   
   Meaning: to make a bad situation worse; to do or say something that causes more trouble; make someone angrier
   
   Origin: Thousands of years ago the famous Roman historian Livy used this expression. If you pour water on fire it goes out. But if you put fuel (like coal or wood) on a fire, you make it burn hotter and brighter. If “fire” represents and kind of trouble, then anything you do to make that trouble worse is “fuel.”

2. **Ants in your pants** (p. 3)
   
   “You never sit still. You must have ants in your pants.”
   
   Meaning: extreme relentlessness; over activity
   
   Origin: We can easily imagine where this saying came from. What if you actually had ants in your pants? You’d find it difficult to sit down. You’d keep squirming to get rid of the ants.

3. **Backseat driver** (p. 6)
   
   “I can fix this computer myself, but she always tries to be a backseat driver.”
   
   Meaning: a bossy person who tells another person what to do; a person who gives unwanted advice and directions
   
   Origin: When automobiles became popular in the United States in the 1920s, many rich people rode around in the backseats of chauffeur driven cars. The backseat passenger gave orders to the front-seat driver: where to go, what road to take, how fast to drive, and so on. Today, “backseat driver” refers to any aggressive person, in or out of a car, who tries to tell others what to do.
4. Between a rock and a hard place (p. 12)

“It’s a tough choice between getting to the big game on time or waiting for Mrs. Smith to call. I’m stuck between a rock and a hard place.”

Meaning: being in a very tight spot and faced with a difficult decision
Origin: In this American saying from the early 20th century, you can picture someone actually squeezed between a rock and a hard place. He or she has to turn one way or the other, but neither way is very pleasant.

5. Bite your tongue (p. 15)

“Don’t you dare say that to me! Bite your tongue, young man!”

Meaning: take back or be ashamed of what you’ve said; struggle not to say something you want to say
Origin: It’s easy to see where this saying came from. If you really put your tongue between your teeth as if you’re biting it, you couldn’t talk. So when people tell you to bite your tongue, they are telling you to force yourself to be silent before you say something you shouldn’t. Sometimes people say it after they’ve already blurted out what they shouldn’t have. Then it means to take back the statement and keep quiet.

6. Chill out (p. 34)

“When Chris threw down the paddle after he lost the ping-pong game, the counselor told him to chill out.”

Meaning: relax, calm down
Origin: When a person starts to get angry, we often use expressions like “steamed up” and “hot under the collar” to describe his or her emotions. If being “heated up” describes being overly excited, then it’s easy to see how the opposite means calm. “Chill out” is a recent African-American idiom and so are other similar expressions like “take a chill pill” and “cool it.”
7. Famous last words (p. 59)

“Our music teacher said that we were sure to win the state choral championship — famous last words.”

Meaning: a sarcastic response to a foolish statement that suggests the speaker doesn’t know what he or she is talking about

Origin: It is thought that people in the military made this phrase popular during World War II and that other people began using it after that. Throughout history, people have made declarations that were later proven to be untrue and perhaps even silly to have been said in the first place. Simple-minded statements were sometimes referred to as “famous last words of history.” The phrase was shortened to “famous last words.”

8. Fly by night (p. 66)

“The store where I bought that defective CD player was a fly-by-night operation.”

Meaning: selling for quick profit then disappearing; a swindler or an unreliable person

Origin: Fly-by-night was an ancient term that described a woman who was thought to be a witch. Witches were supposed to fly at night on brooms, and the term came to mean anyone who flies hurriedly from an activity. In the late 1800s this expression was made up to describe a person or business that sneaked away in the middle of the night to avoid paying bills or making good on promises to customers.

9. For the birds (p. 68)

“That movie was for the birds. I’m sorry I wasted my time on it.”

Meaning: worthless; useless; stupid

Origin: The American slang was popular among the soldiers during the first half of the 1900s. Think of bits of food left on the ground after a picnic. They’re not worth anything, except, of course, to the birds looking for crumbs. In the same way, we say that anyone or anything bad or silly is “for the birds.”
10. Get a kick out of something (p. 71)

“My grandmother really **gets a kick out of** playing these video games with me.”

Meaning: to enjoy doing something; to get a thrill out of something

Origin: A famous songwriter, Cole Porter, made this 20th century American saying popular in his 1934 song “I Get a Kick Out of You.” The title means “I really enjoy being with you.” In this expression “kick” has to do with a thrill, not striking something with your foot.

11. Hit the books (p. 91)

“I’ve got a major test tomorrow, so I better **hit the books**.”

Meaning: study school assignments carefully; prepare for classes by reading and doing homework; focusing on studying

Origin: The idiom says that when you really study hard, you “hit” the books. Why hit? Hit has many meaning. Among them are to come into contact with something forcefully (“The bomb hit the target”) and to achieve something you desire (“He hit upon the right formula”).

12. Keep your fingers crossed (p. 104)

“We need a home run to win. **Keep your fingers crossed.**”

Meaning: to wish for good luck and success for someone or something

Origin: This old American expression may have come from the superstition that the cross works to keep away evil and bad luck. It may also come from children’s games in which the players crossed their fingers to keep safe. Today, some people believe that if they tell a lie, the lie doesn’t “count.”

13. Off the top of your head (p. 129)

“Right **off the top of his head** he listed all the state capitals in alphabetical order.”

Meaning: stating something quickly and without thinking hard about it

Origin: In the middle of the 20th century, Americans started using this expression. Thoughts come from your brain, which is in the top of your head. So if you blurt the facts quickly without having to think about them, then you’re talking “off the top of your head,” as if right out of your brain.
Idiom Quiz

Match the examples to the idioms in the word bank.

**Word Bank:**
- Keep your fingers crossed
- Hit the books
- Get a kick out of something
- For the birds
- Fly by night
- Famous last words
- Chill out
- Bite your tongue
- Between a rock and a hard place
- Backseat driver
- Ants in your pants
- Add fuel to the fire
- Off the top of your head

1. I got the idea to create a model heart for my anatomy class quickly and without thinking hard about it.

2. I have my final exam tomorrow; I better study really hard so I can pass!

3. That presentation was stupid. Why did we even go?

4. Claire said she wasn’t going to study for the exam Friday – she didn’t think about this decision enough.

5. Even though you want to tell Wendy her dress is ugly, you shouldn’t say anything.

6. I know how to cook a turkey, but Mike always tries to give me instructions and corrections.

7. My mom was already angry with me, and when I forgot to clean up my room and take the trash out, that made her even more angry with me.

8. Shelly needs an B+ on her final exam to pass the class, I am wishing her good luck!
9. Riding roller coasters is such a thrill for Karen.

10. The store I bought my laptop from disappeared two days after I made my purchase!

11. After my brother yelled at me for breaking his X-Box, I told him to calm down and that I would buy him a new one.

12. It's a tough choice between buying a new television or saving my money to buy a new car in the future.

13. The Campbell twins never sit still!
Answers:

1. Off the top of your head
2. Hit the books
3. For the birds
4. Famous last words
5. Bite your tongue
6. Backseat driver
7. Add fuel to the fire
8. Keep your fingers crossed
9. Get a kick out of something
10. Fly by night
11. Chill out
12. Between a rock and a hard place
13. Ants in your pants
Vocabulary

Why teach vocabulary lessons?

A second language learner client is constantly learning new vocabulary. It is the job of the clinician to make sure to continue to introduce new words to the client to help him or her build vocabulary throughout the semester. It is recommended that the clinician focus on common words and phrases that are important in understanding daily conversation.

When teaching vocabulary, it is possible to combine new vocabulary words with idioms (also known as phrasal verbs) as well as prefixes and suffixes. Clients enjoy having papers to take home with them in order for them to view what they have learned at a later date. If a client is having trouble, it may be a good idea to create a mini dictionary for your client to take home with him or her. The client can also bring this dictionary back and forth to therapy in order to add more words and definitions. However, a great deal of ESL clients are quick learners and may not need this kind of strategy.

Resources

The internet has quizzes that have already been created. Utilizing these quizzes will save some time. Some are PDF files that can be printed while others are interactive quizzes that need a computer to complete. By using the interactive websites, the method of teaching is changed giving the client an opportunity to learn in a different manner.
Learning how to use new vocabulary in context is a very important step in improving your communication skills. Each listening activity introduces key vocabulary along with a definition and a sample sentence. Coming up with more sample sentences will help you use the words in different situations. On this worksheet, write some of the new vocabulary you are learning and then write one or two sample sentences that you think you can learn in your daily conversation.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Sample Sentence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>commute</td>
<td>travel back and forth from work or home</td>
<td>I have to commute by bus to work everyday. Commuting into the city is very tiring.</td>
</tr>
</tbody>
</table>
# Family relationships

*Match family members to their descriptions. M = Male  F = Female*

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. brother-in-law - sister-in-law</td>
<td>a) your parents' brother and sister</td>
</tr>
<tr>
<td>2. uncle (M) - aunt (F)</td>
<td>b) father and mother of the person you marry</td>
</tr>
<tr>
<td>3. cousin (M/F)</td>
<td>c) the man you marry; the woman you marry</td>
</tr>
<tr>
<td>4. husband (M) - wife (F)</td>
<td>d) your uncle and aunt's child</td>
</tr>
<tr>
<td>5. stepfather - stepmother</td>
<td>e) the brother and sister of the person you marry</td>
</tr>
<tr>
<td>6. nephew (M) - Niece (F)</td>
<td>f) your parents' parents</td>
</tr>
<tr>
<td>7. father-in-law - mother-in-law</td>
<td>g) if your mother or father remarries you have a ...</td>
</tr>
<tr>
<td>8. grandfather - grandmother</td>
<td>h) your brother and sister's children</td>
</tr>
</tbody>
</table>
A | B | C | D
---|---|---|---
Cycling | rollerblading | Bungee jumping | Bird watching
Having a picnic | Horse riding | hiking | swimming
Building sandcastles | fishing | bowling | surfing
Sunbathing | Surfing the internet | Playing video games | Go canoeing
Playing chess | traveling | Go camping | Playing the guitar

What do you study at school?

Name: _______________________

Match the words in the first column to the best available answer in the second column.

_____ Math                          1) Learn about Western culture
_____ Chemistry                    2) Learn about plants & animal life
_____ Geography                    3) Learn about the past
_____ History                      4) Learn to sing and play musical instruments
_____ Biology                      5) Learn numbers
_____ English                      6) Carry out experiments in the lab
_____ Music                        7) Learn about other countries
_____ Chinese                      8) Learn about Chinese culture

Weather and Seasons Puzzle

What's the weather like in summer?

SNOWS AUTUMN SWIM SUMMER WINTER RAINS SEASON HOT WEATHER

Across
1. What's the ______ like in your city?
5. I don't like summer. The weather is too ______.
6. We can make a snowman in ______.
8. It usually ______ in the winter.
9. The weather is usually hot in ______.

Down
2. The weather is usually cool and dry in ______.
3. It often ______ in spring.
4. What's your favourite ______?
7. In summer, we can ______ at the beach.
Action Noun Collocation Crossword

Fill in the puzzle with the actions that go with the nouns.

Word Bank
Cooking, Brushing, Cleaning, Singing, Reading, Washing, Flying, Watching, Catching, Watering

Down
1 ____________ the TV (8)
2 ____________ the plants (8)
4 ____________ dinner (7)
5 ____________ the dishes (7)
6 ____________ the house (8)

Across
3 ____________ a ball (8)
7 ____________ my teeth (8)
8 ____________ a newspaper (7)
9 ____________ a song (7)
10 ____________ a kite (6)
Find the following words in the puzzle

ball  flying  riding
bicycle kicking signing
cleaning kite song
dinner newspaper washing
dishes plants watching
eating reading watering

Word Association Exercise

Action Words (verbs) | Names of things (nouns)
<table>
<thead>
<tr>
<th><strong>Seasons, weather &amp; clothes</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Winter</strong></td>
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<tr>
<td>![Winter]</td>
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<tr>
<td><strong>When is winter?</strong></td>
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<td><strong>What's the weather like in the winter?</strong></td>
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<tr>
<td><strong>What do you wear in the winter?</strong></td>
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</tbody>
</table>
SAY 2 THINGS ABOUT THE PICTURE

Start

1. Wash
2. Eat
3. Brush
4. Clean
5. Go forward 2 spaces
6. Iron
7. Start Again
8. Comb
9. Cook
10. Take
11. Sweep
12. Sleep
13. Watch
14. Start Again
15. Pack
16. Go back 6 spaces

Finish

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Where can we do these activities in your country or city?

Where can I go scuba diving in ________?

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
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<tbody>
<tr>
<td>skiing</td>
<td></td>
</tr>
<tr>
<td>Scuba diving</td>
<td></td>
</tr>
<tr>
<td>fishing</td>
<td></td>
</tr>
<tr>
<td>cycling</td>
<td></td>
</tr>
<tr>
<td>Bird watching</td>
<td></td>
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<tr>
<td>sunbathing</td>
<td></td>
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<tr>
<td>surfing</td>
<td></td>
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<tr>
<td>hiking</td>
<td></td>
</tr>
<tr>
<td>Horse riding</td>
<td></td>
</tr>
<tr>
<td>Bungee jumping</td>
<td></td>
</tr>
</tbody>
</table>
VOCABULARY | Describing people - Part 1

REMEMBER: Several responses might be acceptable - choose the best one:

1. Wow, he's really ________! ( = attractive)
   a) good-looking  b) hot  c) handsome  d) a, b, or c

2. You think ________? I don’t find him attractive at all.
   a) this  b) so  c) in this way

3. I spoke to a woman who ________ 40.
   a) was about  b) was around  c) both a + b

4. How old is her father? I don’t know... He must be ________ 50 by now.
   a) close  b) close to  c) closing in

5. She’s got a very ________ = She’s very generous
   a) big soul  b) big heart  c) big love

6. James is a ________ person - He pays attention to insignificant details.
   a) petty  b) petite  c) pet

7. Why are you making a ________ about this? ( = Why are you making this seem so important?)
   a) dealing  b) big deal  c) deal

8. He’s the kind of person that likes to cause conflict, instead of ________ it.
   a) rezoning  b) responding  c) resolving

9. Was she offended by the joke you guys played on her? No, she’s a ________.
   ( = someone who can play along with a joke, doesn’t get offended)
   a) good gal  b) good joker  c) good sport

10. Janine cries every time she watches a romantic comedy. She’s ________ sensitive.
    a) a little too  b) too much  c) a little too much
VOCABULARY | Going out to a restaurant - Part 1

REMEMBER: Several responses might be acceptable - choose the best one:

1. Do you want to ________ ( = eat at home) tonight? No, let's go out.
   a) eat in     b) eat on     c) eat away

2. ________ you lock the door after we leave!
   a) Make secure    b) Make aware    c) Make sure

3. I'm not a ________ Thai food. Really? I love Thai food!
   a) big supporter of    b) big fan of    c) big fan

4. Are you hungry? I'm ________! ( = very hungry/famished)
   a) strutting     b) starving     c) striving

5. I don't think they accept/take credit cards - We'll have to pay ________.
   a) cash     b) with a credit card     c) in cash

6. When did you ________ a vegetarian? Two months ago.
   a) turn in     b) transform into     c) become

7. The ________ ( = treatment of customers) at that bistro was awful! We had to ask 4 times for our check! ( = bill)
   a) services     b) serviced     c) service

8. There's a new place that just ________ on King Street.
   a) revealed     b) opened     c) started

9. Oh yeah? You want to ________? ( = try it)
   a) check     b) check it out     c) check out

10. I ________ to go out these days. I'm really broke! ( = I have almost no money)
    a) can't afford    b) can't stand    c) can't bear

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VOCABULARY | Going to work - Part 1

REMEMBER: Several responses might be acceptable - choose the best one:

1. I got a ________ on my way to work this morning.
a) punctured tire  b) empty tire  c) flat tire

2. Is it OK to say “I caught a flat” instead of the phrase above?
a) yes  b) no

3. I’m _________ a little late = I’m a little behind schedule
a) coming  b) getting  c) running

4. I _________ my keys in the car again.
a) shut  b) locked  c) closed

5. How was your drive to work? _________. ( = nothing much happened)
a) uneventful  b) eventful  c) wild

6. Some people think that listening to loud music while driving can _________ accidents.
a) make  b) promote  c) cause

7. Our company _________ us to take public transportation to work. Employees who don’t require parking get special bonuses.
a) discourages  b) gives  c) encourages

8. Someone parked in my _________ today.
a) spot  b) space  c) both a and b

9. I mistakenly parked in a handicapped spot, and my car was _________. ( = a tow truck came and took my car)
a) towed  b) trailed  c) taken

10. I always _________ the girl at the reception desk. She’s cute!
a) give a greeting to  b) say hi to  c) smile
VOCABULARY | University life

REMEMBER: Several responses might be acceptable - choose the best one:

1. Have you paid your ___________ (= payment for studying at a university) for this semester? No, I haven’t gotten around to that yet.
   a) tuition  b) tutoring  c) cost

2. How’s your ___________ = Do you have a lot of classes?
   a) course package  b) course load  c) course pack

3. I took that class last year. It was a ___________. (= very easy)
   a) gust  b) wind  c) breeze

4. I lived in the student residence last year. This year, I moved in to a place ____________.
   a) of mine  b) of my own  c) of my proper

5. What does GPA stand for?
   a) grade point addition  b) grade percentage average  c) grade point average

6. Which college are you planning to _________?
   a) attend  b) ascent  c) atone

7. I applied to go to Yale, but I didn’t ____________. (= I wasn’t accepted)
   a) get it  b) get on  c) get in

8. This is a very ____________ school. (= It has a very good reputation)
   a) prevailing  b) prestigious  c) egregious

9. In the context of university life, what is a “student body”?
   a) a student’s torso  b) all the students at a university  c) professor

10. Most new college students go to ____________, which is an information session designed to introduce them to their new university.
    a) orientation  b) show-and-tell  c) segmentation
This exercise will help you practice simple English words. Fill in each blank space with the correct word from the list on the right. Remember - choose the best response:

1. Are you ____________? No, I just ate.

2. She became ____________ when he said mean things to her.

3. I'm really tired. I've been ____________ for 8 hours.

4. Is that your sister? No, she's my ____________.

5. Open the ____________. It's a beautiful day!

6. Bring another ____________. My brother is going to be eating with us.

7. Do you know where we are? No, I think we're ____________.

8. The neighbor’s cat often walks on the ____________ of our house.

9. That ____________ is very soft. It's perfect for sleeping.

10. Should we put this in the middle of the room? No, put it in the ____________.

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VOCABULARY | Weekend plans - Part 1

REMEMBER: Several responses might be acceptable - choose the best one:

1. What are you doing ________? 
   a) this weekend  
   b) on this weekend  
   c) in this weekend

2. We always go __________ for the weekend.
   a) outside of town  
   b) out of town  
   c) leave

3. My _________ (= my wife’s parents) are having a party.
   a) brother-in-law  
   b) mother-in-law  
   c) in-laws

4. I __________ (= spent time) with my friends.
   a) hanged  
   b) hung out  
   c) hung low

5. I can’t make it this weekend. I’ve got plans I __________. (= can’t cancel)
   a) can’t get  
   b) can’t go  
   c) can’t get out of

6. We took a long __________. (= trip by car)
   a) road trip  
   b) road journey  
   c) road excursion

7. We drove __________ to New Mexico and back.
   a) whole distance  
   b) all the way to  
   c) entire way to

8. Disneyland is a huge __________.
   a) amusement  
   b) park  
   c) amusement park

9. I really want to see that new movie __________ Anthony Hopkins.
   a) stars  
   b) with  
   c) at the theater

10. We spent __________ money on popcorn and drinks as we did on the movie tickets.
    a) as much  
    b) so much  
    c) quite a bit of

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Consonants and Vowels

Consonants and vowels are equally important.
The good news – basic articulation skills learned in class can be used to teach an international student or second language learner. A key element to the success of the client involves the correct placement of his or her articulators.

Resources
The best resource for teaching articulation can be found online at the following website: http://www.uiowa.edu/~acadtech/phonetics/. The website has a step-by-step instruction list for every sound in the English language. Also present on the website is a video of the movements of all the articulators used to produce each sound and a short audio clip of each sound. This website can also be found by Google-ing “University of Iowa phonetics.”

For example, the website gives the following step-by-step directions in producing the sound /f/:

1. “The inner border of the lower lip contacts the upper teeth to create a constriction.”
2. “The tongue position may vary depending on phonetic context.”
3. “The vocal folds are abducted.”
4. “The velopharyngeal port is closed.”
5. “Air forced through the lower lip/upper teeth constriction creates audible frictional turbulence.”

(The directions on the website include pictures with each step, which are not pictured here.)

**Short Vowel - Word List**

1. hit     kit     bit     lick
2. rid     Nick    big     fin
3. win     pin      him    Jim
4. bid     miss     rip     tin
5. hiss    Bill     dim    lid
6. kiss    wig      if     Vin
7. in      nip      pill    fizz
8. big     gig      it     Jill

Vin bit Nick and Jill.
Jim will kiss the big pill.
Ned has a big bed.
Yes, the big bat is in the red bag.
### Short a – Word List

1. man  can  bat  Jack
2. rat  fan  bag  van
3. wag  sack  an  sat
4. cab  cat  pan  nap
5. ham  ax  lap  quack
6. tax  jam  back  at
7. yam  has  pad  Dan
8. sap  lad  mass  fad

Jack has a fat cat.
The bad lad sat in a van.
Dan has an ax on his lap.
He can wag the sack.
Short a - Rhyming Words

Rhyming words have the same ending sound.

Words that rhyme with cat are:

| bat | fat | hat | mat | pat | rat | sat |

Read these rhyming words:

<table>
<thead>
<tr>
<th>ban</th>
<th>sad</th>
<th>map</th>
<th>lack</th>
</tr>
</thead>
<tbody>
<tr>
<td>fan</td>
<td>bad</td>
<td>sap</td>
<td>rack</td>
</tr>
<tr>
<td>Jan</td>
<td>dad</td>
<td>cap</td>
<td>tack</td>
</tr>
<tr>
<td>tan</td>
<td>mad</td>
<td>zap</td>
<td>sack</td>
</tr>
<tr>
<td>man</td>
<td>pad</td>
<td>gap</td>
<td>Jack</td>
</tr>
<tr>
<td>ran</td>
<td>fad</td>
<td>rap</td>
<td>quack</td>
</tr>
<tr>
<td>can</td>
<td>had</td>
<td>lap</td>
<td>Zack</td>
</tr>
</tbody>
</table>

Stickyball.net
Read the pairs of words below.
Listen for the difference between a and e.

<table>
<thead>
<tr>
<th>bad - bed</th>
<th>peck - pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bal - bell</td>
<td>beg - bag</td>
</tr>
<tr>
<td>sat - set</td>
<td>hem - ham</td>
</tr>
<tr>
<td>fad - fed</td>
<td>Ted - tad</td>
</tr>
<tr>
<td>pan - pen</td>
<td>Ken - can</td>
</tr>
<tr>
<td>nack - neck</td>
<td>mess - mass</td>
</tr>
<tr>
<td>pal - pell</td>
<td>Meg - mag</td>
</tr>
<tr>
<td>pat - pet</td>
<td>ten - tan</td>
</tr>
<tr>
<td>man - men</td>
<td>led - lad</td>
</tr>
<tr>
<td>mat - met</td>
<td>end - and</td>
</tr>
<tr>
<td>rad - red</td>
<td>pep - pap</td>
</tr>
<tr>
<td>Jan - Jen</td>
<td>den - Dan</td>
</tr>
<tr>
<td>yap - yep</td>
<td>bet - bat</td>
</tr>
</tbody>
</table>
# Short vowels (a e i o u) Word List

1. tan  
2. hen  
3. mud  
4. box  
5. sin  
6. keg  
7. lick  
8. tax  
9. pug  
10. get  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tan</td>
<td>bit</td>
<td>cup</td>
<td>got</td>
<td></td>
</tr>
<tr>
<td>2. hen</td>
<td>jam</td>
<td>kid</td>
<td>luck</td>
<td></td>
</tr>
<tr>
<td>3. mud</td>
<td>pin</td>
<td>vet</td>
<td>wag</td>
<td></td>
</tr>
<tr>
<td>4. box</td>
<td>yes</td>
<td>rap</td>
<td>nut</td>
<td></td>
</tr>
<tr>
<td>5. sin</td>
<td>van</td>
<td>puff</td>
<td>quit</td>
<td></td>
</tr>
<tr>
<td>6. keg</td>
<td>cop</td>
<td>yam</td>
<td>fun</td>
<td></td>
</tr>
<tr>
<td>7. lick</td>
<td>set</td>
<td>dot</td>
<td>sun</td>
<td></td>
</tr>
<tr>
<td>8. tax</td>
<td>loss</td>
<td>wig</td>
<td>wet</td>
<td></td>
</tr>
<tr>
<td>9. pug</td>
<td>Matt</td>
<td>fig</td>
<td>Tess</td>
<td></td>
</tr>
<tr>
<td>10. get</td>
<td>hop</td>
<td>sack</td>
<td>puck</td>
<td></td>
</tr>
</tbody>
</table>
**Short a - Short e - Short i - Short o**

Read the groups of words below.
Listen for the differences between *a, e, i,*
and *o.*

<table>
<thead>
<tr>
<th>bad</th>
<th>bid</th>
<th>bod</th>
<th>pock</th>
<th>pick</th>
<th>peck</th>
<th>pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>gat</td>
<td>get</td>
<td>git</td>
<td>got</td>
<td>bog</td>
<td>big</td>
<td>beg</td>
</tr>
<tr>
<td>sat</td>
<td>set</td>
<td>sit</td>
<td>sot</td>
<td>Tom</td>
<td>Tim</td>
<td>tem</td>
</tr>
<tr>
<td>fad</td>
<td>fed</td>
<td>fid</td>
<td>fod</td>
<td>bot</td>
<td>bit</td>
<td>bet</td>
</tr>
<tr>
<td>pan</td>
<td>pen</td>
<td>pin</td>
<td>pon</td>
<td>con</td>
<td>kin</td>
<td>Ken</td>
</tr>
<tr>
<td>nack</td>
<td>neck</td>
<td>Nick</td>
<td>nock</td>
<td>moss</td>
<td>miss</td>
<td>mess</td>
</tr>
<tr>
<td>sap</td>
<td>sep</td>
<td>sip</td>
<td>sop</td>
<td>mog</td>
<td>mig</td>
<td>Meg</td>
</tr>
<tr>
<td>pat</td>
<td>pet</td>
<td>pit</td>
<td>pot</td>
<td>pop</td>
<td>pip</td>
<td>pep</td>
</tr>
<tr>
<td>tax</td>
<td>tex</td>
<td>tix</td>
<td>tox</td>
<td>lod</td>
<td>lid</td>
<td>led</td>
</tr>
<tr>
<td>mat</td>
<td>met</td>
<td>mitt</td>
<td>mot</td>
<td>on</td>
<td>in</td>
<td>end</td>
</tr>
<tr>
<td>rad</td>
<td>red</td>
<td>rid</td>
<td>rod</td>
<td>Don</td>
<td>din</td>
<td>den</td>
</tr>
</tbody>
</table>
Short and Long Vowels
Sentences

He can make a hat with coal and foam.

Steve and Pete will not eat red meat.

The dime is mine but the tie is not mine.

Jed cut the cake and ate a big bite.

Meg is cute but she is very rude.

Dale bet Jon that it will rain five weeks.

The black tube is not mine.

I hope the boat will float.

Can you make three cakes and then eat them?
Phonics – Short Vowel Story

Jan and Ted had a pet cat. The cat is big and it cannot swim. Ted and the cat went to swim, but the cat ran back to Jan. Jan was mad, so she hit Ted. “Don’t hit me,” said Ted. Jan did not let the cat swim.

Jan and Ted had a rat in the yard. “Get rid of it!” said Jan. “The cat will kill the rat,” said Ted, and he let the cat get the big rat. But the cat did not kill the rat. It bit the rat and hit the cat, but then it quit. “The cat will not kill the rat,” said Ted. “I bet the cat will rest. We will get a new cat.”

Jan got sick, so she took a lot of pills. “I am not well,” she said, and she went to bed. Ted had the cat, so he let her pet the cat. “Thank you,” she said. Jan was sick, but now she can get well, with the cat’s help.
Gabe and Jude will hike a peak this weekend. Gabe wants to hike, and Jude wants to camp and have a fire, so they will hike to the peak in the day, then camp and have a fire at night.

That day, they rode their bikes to the peak at noon, and they hiked all day. The path was not wide, so Gabe and Jude walked slow. Then, Jude fell.

“Ow!” he yelled.

Jude went to him. “Are you okay?” he asked.

“My leg, my leg! The pain, the pain! Call for help!”

“Oh no,” said Gabe. “Can you walk?”

Jude did not say. He just cried and cried and cried. “I did not want to hike,” cried Jude. “I just want to camp. Why did you make me hike?”
“Don’t be mad,” said Gabe. “Just rest. We can camp here. Do you want to stay here for the night?”
“Okay,” said Jude, and he did not cry.

Gabe made a fire and set up the tent. Soon, Jude ate and smiled. He had less pain in his leg.
“Is your leg okay?” asked Gabe.
“Yes, it is,” said Jude.
“You were in a very bad mood. What a fuss! You did not want to hike, you just wanted to cry and cry.”
“Well, we can hike tomorrow. My leg will not hurt tomorrow. Then we can hike to the peak, or hike back to our bikes.”
Then, the rain came.
“Quick, get in the tent,” said Gabe. “It will rain very hard, I think.”
Jude and Gabe sat in the tent and had a good time. They went to sleep and waited for the next day. Jude hurt his leg and the rain came, but all in all, it was a good day.
N & NG Sentences

1. The team mascot runs across the field with the banner when the team gets a touchdown.
2. The girl's bangs blew in her eyes when the wind blew in from the open car window.
3. The winged insect stung the dog on the tongue when he drank from his water bowl.
4. The singer was banned from the completion.
5. The carpenter was banging his hammer and hit his hand.
6. The recycle bins held tons of paper to be made into pulp.
7. The fangs and wings on the cartoon creature scared the child.
8. The sinner went to the church where they speak in tongues.
9. When the toddler runs in the living room, she bangs her head on the coffee table.
10. The fans were hoping that their team would be the winning team for homecoming.

1. The ping pong match was held on the lawn in the sun.
2. It is harmful to tan in the sun at noon.
3. When the giraffe showed the boy his long tongue, the boy laughed.
4. The musician was asked to clang the bell when the king arrived.
5. She had not been home long when she saw the ding in her car.
6. The fang on the wolf was long.
7. When the mother rang the bell for dinner, the children were gone.
8. The dog ran to its master when she was stung on the nose by the bee.
9. When the mother heard the screen door bang, she knew her son was gone.
10. The wing on the moth was so thin, you could see through it.
A TASTE OF THAI BY THE WAY OF ENGLISH

Kris Rugsaken

Language is speech, not writing.
A language is a set of habits.
Teach the language, not about the language.
A language is what its native speakers say, not what someone thinks he ought to say.
Languages are different.

William Moulton

I. PHONEME (SOUNDS)

A. VOWELS:

**Thai**

English vowel sounds are flexible as in:

I take it you already know
Of tough and bough and cough and dough?
Other may stumble, but not you
On hiccough, thorough, slough and through.
Well don’t! And now you wish, perhaps,
To learn of less familiar traps.
Beware of heard, a dreadful word
That looks like beard but sounds like bird.
And dead: it’s said like bed, not bead.
For goodness sake don’t call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt.)
A moth is not a moth as in mother,
Nor both as in bother, nor broth in brother,
And here is not a match for there,
Nor dear and fear, for bear and pear.
And then there’s dose and rose and lose -
Just look them up - and goose and choose
And cork and work and card and ward
And font and front and word and sword
And do and so, then thwart and cart.
Come, come! I’ve hardly made a start.
A dreadful language? Why man alive!
I’ve learned to talk it when I was five.
And yet to write, the more I tried,
I hadn’t learned it at fifty-five.

-Author Unknown

**English**

Thai has 24 vowel symbols for 28 vowel sounds, including diphthongs. The vowel sounds do not change no matter where they occur. Learning reading Thai is, therefore, much more simple than reading English.
B. Consonants:

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The following English consonant sounds do not occur in Thai:&lt;br/&gt; /g/ (as in) go, gate, game, rug, big&lt;br/&gt; /ʤ/ (as in) think, thin, bath, both&lt;br/&gt; /ʒ/ (as in) that, they, breathe&lt;br/&gt; /v/ (as in) van, vent, vine&lt;br/&gt; /z/ (as in) zip, zinc, zero&lt;br/&gt; /ʒ/ (as in) garage, pleasure&lt;br/&gt; /r/ (as in) rug, railroad, raw</td>
<td>1) Thai students substitute it with the following sound:&lt;br/&gt; /k/ &lt;br/&gt; /t/ or /s/ &lt;br/&gt; /d/ &lt;br/&gt; /ʃ/ or /w/ &lt;br/&gt; /s/ &lt;br/&gt; /ʃ/ &lt;br/&gt; /l/ or /ɾ/</td>
</tr>
<tr>
<td>2) All English consonant sounds occur in the final position of the syllable.</td>
<td>2) Only eight consonant sounds occur in the final position of the syllable: /k/, /d/, /p/, /n/(/ng), /n/, /m/, /l/, /w/. Therefore, Thai students may substitute the following sounds:&lt;br/&gt; /n/ for /l/ in “bill” and “table”&lt;br/&gt; /p/ for /ʃ/ in “tough” and “Jeff”&lt;br/&gt; /d/ for /s/ in “class” and “miss”&lt;br/&gt; /h/ for /ɾ/ in “car” and “dear”&lt;br/&gt; /t/ for /ɹ/ as in “both” and “soothe”&lt;br/&gt; A cluster of consonant sounds is even a greater problem for the Thai, i.e. film, films, disk, disks, cast, lands.</td>
</tr>
<tr>
<td>3) Many English symbols share the same sounds:&lt;br/&gt; /s/ pass, place, seat, ceiling&lt;br/&gt; /z/ use, zip&lt;br/&gt; /ʃ/ photo, film, rough, ruff&lt;br/&gt; /k/ cat, kid, rake, pack</td>
<td>4) Some English consonants represent more than one sound:&lt;br/&gt; c = cat, call, cinema, cell&lt;br/&gt; s = see, said, sugar, sure&lt;br/&gt; g = gage, garage, giant, geography&lt;br/&gt; ch = church, chat, choir, chemistry</td>
</tr>
<tr>
<td>4) Some English consonants represent more than one sound:&lt;br/&gt; c = cat, call, cinema, cell&lt;br/&gt; s = see, said, sugar, sure&lt;br/&gt; g = gage, garage, giant, geography&lt;br/&gt; ch = church, chat, choir, chemistry</td>
<td></td>
</tr>
</tbody>
</table>
C. Intonation:

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>English intonation is inconsistent to the Thais.</td>
<td>Thai is a tonal language and the tones, which mark the meaning of words, never change.</td>
</tr>
<tr>
<td>Examples: Canada Canadian Indiana Indianapolis Europe European Psychology Psychological</td>
<td></td>
</tr>
</tbody>
</table>

II. Morphemes (word formation)

A. Singularity/Plurality

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td></td>
</tr>
<tr>
<td>dog -&gt; dogs</td>
<td>bus -&gt; buses</td>
</tr>
<tr>
<td>man -&gt; men</td>
<td>child -&gt; children</td>
</tr>
<tr>
<td>mouse -&gt; mice</td>
<td>louse -&gt; lice</td>
</tr>
<tr>
<td>fish -&gt; fish</td>
<td>deer -&gt; deer</td>
</tr>
<tr>
<td>(Subject/verb agreement- must agree )</td>
<td>(Always agree-never conflict)</td>
</tr>
</tbody>
</table>

B. Tenses

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td></td>
</tr>
<tr>
<td>present</td>
<td>past</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
</tbody>
</table>

C. Affixes (Prefix/Infix/Suffix)

<table>
<thead>
<tr>
<th>Thai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thai</td>
<td></td>
</tr>
<tr>
<td>Prefix: correct -&gt; incorrect honest -&gt; dishonest</td>
<td>For the most parts, Thai is a monosyllabic language - word with one syllable, except for the loan words from other languages to form a compound noun.</td>
</tr>
<tr>
<td>Infix: nation -&gt; national -&gt; nationalize interest -&gt; interesting -&gt; interestingly</td>
<td></td>
</tr>
<tr>
<td>Suffix: man -&gt; manly flame -&gt; flammable</td>
<td></td>
</tr>
</tbody>
</table>
## III. Syntax (word ordering in sentences)

### Thai

<table>
<thead>
<tr>
<th></th>
<th>1. <strong>Subject</strong></th>
<th>2. <strong>Subject</strong></th>
<th>3. <strong>Subject</strong></th>
<th>4. “Wh” questions</th>
<th>5. <strong>Noun Phrase</strong>: (notice the difference)</th>
<th>6. <strong>Verb Phrase</strong>:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Verb</strong></td>
<td><strong>Object</strong></td>
<td><strong>Object</strong></td>
<td>Who painted the picture?</td>
<td>A (The) book</td>
<td>.....speak very fast</td>
</tr>
<tr>
<td>1</td>
<td>John</td>
<td>speaks</td>
<td>Japanese.</td>
<td>What did Jimmy say?</td>
<td>A black dog</td>
<td>.....is very impressive</td>
</tr>
<tr>
<td>2</td>
<td>Jay</td>
<td>speaks</td>
<td>English</td>
<td>Where did you find it?</td>
<td>Yellow school bus</td>
<td>.....highly appreciated</td>
</tr>
<tr>
<td>3</td>
<td>Jeff</td>
<td>has a</td>
<td>small</td>
<td>When did you talk to him?</td>
<td>Several thousands of young school kids</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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<td>Japanese</td>
<td>Jimmy say what?</td>
<td>dog black</td>
<td>.....impressive very</td>
</tr>
<tr>
<td>2</td>
<td>Jay</td>
<td>speak</td>
<td>English</td>
<td>You find it where?</td>
<td>bus school yellow</td>
<td>.....appreciate highly</td>
</tr>
<tr>
<td>3</td>
<td>Jeff</td>
<td>has</td>
<td>dog</td>
<td>You talk to him when?</td>
<td>kids school young several thousand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### English
Articles

Why should you teach your client the rules of using articles?

Articles may or may not be new to an international client. Some will have studied the English language extensively and have a grasp on how and when to use articles. However, they may need a little refresher. Fortunately for the clinician, there are only three of them to teach – a, an, & the. Hopefully this page will give the clinician the refresher that is needed to help the client understand and use articles correctly. Unfortunately, English grammar rules are not always black and white. While navigating the gray area of English rules, the clinician may have to choose the article that sounds correct as opposed to following any specific rule.

A quick review of articles

There are two types of articles: definite (“the”) and indefinite (“a” and “an”). When using the article “the,” it is referring to a specific subject. For example, “I want the pink balloon.” The individual is requesting a specific balloon. However, if someone were to say, “I want a pink balloon,” he or she is requesting any pink balloon rather than a precise balloon.

When teaching the client to differentiate between “a” and “an,” make sure he or she understands the difference between a vowel and a consonant. “An” is used in front of a vowel and “a” is used before consonants. “A” and “an” are used before nouns that introduce a topic that has not been mentioned. Indefinite articles are also used when referring to a profession.

“The” is used when talking about something that has been mentioned before, geographical locations, bodies of water, and when talking about a famous or important place.

Do not use an article when talking about sports, general nouns, uncountable nouns, and names of countries, continents, cities, states, etc. However, there are a few exceptions to this rule. Someone would not say “the Indiana,” but would say “the United States of America.” If the region/area encompasses many other areas, as the USA includes 50 states, add the word “the.” Also, consider if the person or noun is countable. If it is, it needs an article. For example: coffee
can be countable and uncountable as in referring to “a cup” of coffee or simple stating “I want coffee,” which is a general form of the noun coffee thus making it uncountable.

Activities
An activity that targets self-generated sentences that was successful included the following: article cards with “a,” “an,” and “the” on nine index cards; 3 “a” cards, 3 “an” cards, and 3 “the” cards. After creating these cards, find picture cards with different people and objects on the cards. Once all the cards have been prepared, have the client choose an article card as well as a picture card from a stack. With these two cards, the client should be able to create a sentence using an article in relation to the picture. By turning the stacks upside down, the client will not know which article or picture he or she will choose making the activity a little easier. The client will be focused on the specific cards in his or her hands instead thinking about the next sentence that needs to be created.

There are also plenty of online quizzes that can test a client’s knowledge of articles. A few of them are located in this section as well.

Resources
At the end of this section, there is a printout from the Purdue OWL website. This resource is particularly useful as it breaks down articles into simple steps and explanations. Depending on the style in which the client learns, it may be helpful to give him or her a copy of this to refer to when he or she is not in therapy. The client may find it helpful to review what was worked on during therapy after he or she leaves the session.
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Contributors: Karl Stolley, Allen Brizee, Elizabeth Angeli.

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Articles: Health Clubs

Choose the best answer to complete the sentence.

1. Are you shopping for ___ health club to join so you can get in shape?
   a. a
   b. an
   c. the
   d. no article is needed

2. Shop wisely! You could end up choosing ___ wrong club and losing more money than pounds.
   a. a
   b. an
   c. the
   d. no article is needed

3. You may find out too late that ___ health clubs aren't for you.
   a. a
   b. an
   c. the
   d. no article is needed

4. ___ San Diego fitness experts recommend thoroughly checking out several health clubs before you join one.
   a. a
   b. an
   c. the
   d. no article is needed

5. First, know what you want and need in ___ fitness facility, and don't pay for what you'll never use.
   a. a
   b. an
   c. the
   d. no article is needed
6. If you only want exercise classes, ___ exercise studio without weight machines and locker rooms may work for you.
   a. a
   b. an
   c. the
   d. no article is needed

7. If you're looking for ___ place to only do bodybuilding, you'll be happy in a basic gym.
   a. a
   b. an
   c. the
   d. no article is needed

8. You may be in ___ market for a full-service health club; then, make sure it offers lots of activities.
   a. a
   b. an
   c. the
   d. no article is needed

9. Look for a place near your house, and check out ___ exercise instructors and personal trainers.
   a. a
   b. an
   c. the
   d. no article is needed

10. They should be educated in physical education or certified by ___ organization such as the American Council on exercise.
    a. a
    b. an
    c. the
    d. no article is needed
11. Certified instructors have at least some knowledge of anatomy, exercise physiology, injury prevention and ___ cardiopulmonary resuscitation (CPR).
   a. a
   b. an
   c. the
   d. no article is needed

12. You should evaluate ___ equipment and make sure fitness machines are modern and in working order.
   a. a
   b. an
   c. the
   d. no article is needed

13. Try to talk to other members of the club. Find out what they believe are ___ advantages and disadvantages there.
   a. a
   b. an
   c. the
   d. no article is needed

14. Look in ___ locker room, workout room, and shower--everywhere should be clean.
   a. a
   b. an
   c. the
   d. no article is needed

15. ___ locker room sanitation is usually a good indication of how clean other areas are.
   a. a
   b. an
   c. the
   d. no article is needed
16. Finally, before you sign ___ agreement to join, read the contract carefully.
   a. a
   b. an
   c. the
   d. no article is needed

Quiz created by: http://a4esl.org/q/h/9901/cw-articles.html

Clinicians: Remove answer key before giving the quiz to your client.

Answers:
A, An, The or Nothing

Choose a, an, the, or nothing for each of the blanks below.

1. This is ___ easy question.

2. Please speak ___ little louder.

3. May I have your ___ phone number?

4. I have never seen ___ UFO.

5. May I ask you ___ question?

6. David is ___ best student in our class.

7. What is ___ name of the next station?

8. He has ___ my car today.

9. I went to ___ sea during my summer vacation.

10. Is there ___ public telephone near here?

(Clinician – Cut the answers off of the quiz sheet before giving to your client.)

Answers:
1. an  2. a  3. nothing  4. a  5. a/the  6. the  7. the  8. nothing  9. the  10. a
Articles Quiz: A, An, The, or Nothing

Fill in the blank with a, an, the, or nothing to best complete the sentence.

1. My neighbor got ____ new television this weekend.
2. My favorite part of ____ trip to the zoo was watching the penguins swim in their tank.
3. Have you seen any ____ good movies lately?
4. I want ____ cheese pizza for dinner tonight.
5. That homework assignment was one of ____ toughest we have ever done.
6. When did you see ____ monkey at Wal-Mart?
7. You can have ____ hotdog or ____ hamburger for lunch.
8. I read ____ awesome book for literature class.
9. Let’s take ____ trip to ____ island for spring break.
10. How many ____ classes are you taking right now?

Answers (remove before giving to client):
1. a 2. the 3. nothing 4. a 5. the 6. A 7. a, a 8. an 9. a, an 10. nothing
Prefixes & Suffixes

This section focuses primarily on suffixes, but there are a few activities where it is necessary to understand prefixes as well. The activities can also be used to help teach vocabulary.

A quick review

What is a prefix?
A prefix can be found at the beginning of a word. It is added to change the meaning of a word. For example, when “un” is add to the beginning of happy, the meaning changes from a positive feeling to one that is negative. (Un- is the Latin word for not.) Other examples include anti-, de-, dis-, etc.

What is a suffix?
A suffix is located at the end of a word and alters the meaning of a word as well. For instance, adding –ed to a word makes it past tense, meaning the event happened in the past – cook vs. cooked. Examples include –ed, -ing, -s, -y, etc.

Activities
In this section, a list of possible prefixes and suffixes present in the English language is included. The client may find it helpful to have a copy of this sheet. However, I would recommend using the internet to find more options as well. Some websites post interactive online games and activities; this may be a nice change of pace during therapy as opposed to using worksheets on a regular basis.
Many studies show the importance of building children’s vocabulary. One study has shown that a set of 20 prefixes and 14 roots, and knowing how to use them, will unlock the meaning of over 100,000 words. A similar study showed that a set of 29 prefixes and 25 roots will give the meaning to over 125,000 words. Imagine adding suffixes! Below are lists of prefixes, suffixes, and roots – with their meanings and example words.* Reviewing these also can help many ELL students to see relationships between and among languages. Many prefixes have a basis in Latin – also the basis for Spanish, French, and Italian – or Greek.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example words and meanings</th>
</tr>
</thead>
</table>
| a, ab, abs | away from | • absent
| | | • abscond
| | | • not to be present, away
| | | • abscond – to run away
| ad, a, ac, af, ag, an, ar, at, as | to, toward | • adapt
| | | • adhere
| | | • annex
| | | • attract
| | | • to fit into
| | | • to stick to
| | | • to add or join
| | | • to draw near
| anti | against | • antifreeze
| | | • antisocial
| | | • a substance to prevent freezing
| | | • refers to someone who’s not social
| bi, bis | two | • bicycle
| | | • biannual
| | | • biennial
| | | • twice each year
| | | • every two years
| circum, cir | around | • circumscribe
| | | • circle
| | | • to draw around
| | | • a figure that goes all around
| com, con, co, col | with, together | • combine
| | | • contact
| | | • collect
| | | • co-worker
| | | • to bring together
| | | • to touch together
| | | • to bring together
| | | • co-worker
| de | away from, down, the opposite of | • depart
| | | • decline
| | | • to go away from
| | | • to turn down
| dis, dif, di | apart | • dislike
| | | • dishonest
| | | • distant
| | | • not to like
| | | • not honest
| | | • away
| epi | upon, on top of | • epitaph
| | | • epilogue
| | | • writing upon a tombstone
| | | • speech at the end, on top of the rest
| equ, equi | equal | • equalize
| | | • equitable
| | | • to make equal
| | | • fair, equal
| ex, e, ef | out, from | • exit
| | | • eject
| | | • exhale
| | | • to go out
| | | • to throw out
| | | • to breathe out
| in, il, ir, im, en | in, into | • inject
| | | • impose
| | | • to put into
| | | • to force into
| in, il, ig, ir, im | not | • inactive
| | | • ignoble
| | | • irreversible
| | | • to put into discomfort

* This document revised from Gary Gruber’s work on increasing children’s test scores: Dr. Gary Gruber’s Essential Guide to Test Taking for Kids, Grades 3, 4, & 5. (1986); Dr. Gary Gruber’s Essential Guide to Test Taking for Kids, Grades 6, 7, 8, & 9. (1986); and Gruber’s Complete Preparation for the SAT (9th Edition, 2001) -- all published by Collins, New York City.

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<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example words and meanings</th>
</tr>
</thead>
</table>
| inter  | between, among| - international  
|        |               | - interpose  
|        |               | - among nations  
|        |               | - to put between  
| mal, male | bad, ill, wrong | - malpractice  
|         |               | - malfunction  
|         |               | - bad practice  
|         |               | - fail to function, bad function  
| mis    | wrong, badly  | - mistreat  
|         |               | - mistake  
|         |               | - to get wrong  
|         |               | - to put in wrong place  
| mono   | one, alone, single | - monopoly  
|         |               | - monologue  
|         |               | - one ownership  
|         |               | - one note  
|         |               | - speech by one person  
|         |               | - one syllable  
| non    | not, the reverse of | - nonsense  
|         |               | - nonprofit  
|         |               | - not making sense  
|         |               | - not making a profit  
| ob     | in front, against, in front of, in the way of | - obstacle  
|         |               | - obvious  
|         |               | - to do away with, make unnecessary  
| omni   | everywhere, all | - omnipresent  
|         |               | - omnipotent  
|         |               | - always present, everywhere  
|         |               | - all powerful  
| per    | through       | - pervade  
|         |               | - to pass through, to spread through  
|         |               | - to become aware through sight  
| poly   | many          | - polysyllable  
|         |               | - polygon  
|         |               | - figure with many sides  
| post   | after         | - postpone  
|         |               | - postmortem  
|         |               | - to do after  
|         |               | - after death  
| pre    | before, earlier than | - preview  
|         |               | - prehistoric  
|         |               | - a viewing earlier than another  
|         |               | - a statement before an article or book  
| pro    | forward, going ahead of, supporting | - proceed  
|         |               | - prowar  
|         |               | - to go forward  
|         |               | - supporting the war  
|         |               | - to raise or move forward  
| re     | again, back   | - retell  
|         |               | - recall  
|         |               | - to call back  
|         |               | - to go back  
| se     | apart         | - secede  
|         |               | - seclude  
|         |               | - to withdraw, become apart  
|         |               | - to stay apart from others  
| sub    | under, less than | - submarine  
|         |               | - subway  
|         |               | - subliminal  
|         |               | - under water  
|         |               | - a path or way to move under ground  
|         |               | - below the level of consciousness  
| super  | over, above, greater | - superstar  
|         |               | - superimpose  
|         |               | - a start greater than other stars  
|         |               | - to put over something else  
| trans  | across        | - transcontinental  
|         |               | - transverse  
|         |               | - across the continent  
|         |               | - to lie or go across  
| un, uni | one          | - unidirectional  
|         |               | - unanimous  
|         |               | - uninterested  
|         |               | - unhelpful  
|         |               | - unethically  
|         |               | - having one direction  
|         |               | - sharing one view  
|         |               | - having one side  
|         |               | - not interested  
|         |               | - not helpful  
|         |               | - not ethical  

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<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example words &amp; meanings</th>
</tr>
</thead>
</table>
| act, ag | to do, to act | • Agent  
  • Activity  
  • Action |
| apert | open | • Aperture  
  • An opening |
| bas | low | • Basement  
  • A room that is low |
| cap, capt, cip, ceive | to take, to hold, to seize | • Captive  
  • Receive  
  • Capable  
  • Recipient  
  • One who is held  
  • To take  
  • Able to take hold of things  
  • One who takes hold or receives |
| ced, cede, ceed, cess | to go, to give in | • Precede  
  • Access  
  • Proceed  
  • To go before  
  • Means of going to  
  • To go forward |
| cred, credit | to believe | • Credible  
  • Incredible  
  • Not believable  
  • Credit  
  • Belief, trust |
| curr, cours | to run | • Current  
  • Precursory  
  • Recourse  
  • Now in progress, running  
  • Running (going) before  
  • To run for aid |
| dic, dict | to say | • Dictionary  
  • Indict  
  • Indicate  
  • To say or make an accusation  
  • To point out or say by demonstrating |
| duc, duct | to lead | • Induce  
  • Conduct  
  • Aqueduct  
  • To lead to action  
  • To lead or guide  
  • Pipe that leads water somewhere |
| equ | equal, even | • Equality  
  • Equanimity  
  • Equal in social, political rights  
  • Evenness of mind, tranquility |
| fac, fact, fic, fect, fy | to make, to do | • Facile  
  • Fiction  
  • Factory  
  • Affect  
  • Easy to do  
  • Something that is made up  
  • Place that makes things  
  • To make a change in |
| fer, ferr | to carry, bring | • Defer  
  • Referral  
  • To carry away  
  • Bring a source for help/information |
| graph | write | • Monograph  
  • Graphite  
  • A writing on a particular subject  
  • A form of carbon used for writing |
| mit, mis | to send | • Admit  
  • Missile  
  • To send in  
  • Something sent through the air |
| par | equal | • Parity  
  • Disparate  
  • Equality  
  • No equal, not alike |
| plic | to fold, to bend, to turn | • Complicate  
  • Implicate  
  • To fold (mix) together  
  • To fold in, to involve |
| pon, pos, posit, pose | to place | • Component  
  • Transpose  
  • Compose  
  • Deposit  
  • A part placed together with others  
  • A place across  
  • To put many parts into place  
  • To place for safekeeping |
| scrib, script | to write | • Describe  
  • Transcript  
  • Subscription  
  • To write about or tell about  
  • A written copy  
  • A written signature or document |
| sequ, secu | to follow | • Sequence  
  • Seque  
  • Consecutive  
  • In following order  
  • A second, following, book  
  • One that follows another |
| spec, spect, spic | to appear, to look, to see | • Specimen  
  • Aspect  
  • An example to look at  
  • One way to see something |
| sta, stat, sist | to stand, or make stand | • Constant  
  • Standing with |
## Building Vocabulary: Prefixes, Roots, and Suffixes

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example words &amp; meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>stit, sisto</td>
<td>Status, Stable, Desist</td>
<td>Social standing, Steady (standing), To stand away from</td>
</tr>
<tr>
<td>tact</td>
<td>to touch</td>
<td>Contact, Tactile</td>
</tr>
<tr>
<td>ten, tent, tain</td>
<td>to hold</td>
<td>Tenable, Retentive, Maintain</td>
</tr>
<tr>
<td>tend, tens, tent</td>
<td>to stretch</td>
<td>Extend, Tension</td>
</tr>
<tr>
<td>tract</td>
<td>to draw</td>
<td>Attract, Contract</td>
</tr>
<tr>
<td>ven, vent</td>
<td>to come</td>
<td>Convene, Advent</td>
</tr>
<tr>
<td>ver, vert, vers</td>
<td>to turn</td>
<td>Avert, Revert, Reverse</td>
</tr>
</tbody>
</table>

### Table 3: 23 Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example words &amp; meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>able, ible, ble</td>
<td>able to</td>
<td>Edible, Salable</td>
</tr>
<tr>
<td>acious, cous, al</td>
<td>like, having the quality of</td>
<td>Nocturnal, Vivacious</td>
</tr>
<tr>
<td>ance, ancy</td>
<td>the act of, a state of being</td>
<td>Performance, Truancy</td>
</tr>
<tr>
<td>ant, ent, er, or</td>
<td>one who</td>
<td>Occupant, Respondent, Teacher, Creator</td>
</tr>
<tr>
<td>ar, ary</td>
<td>connected with, related to</td>
<td>Ocular, Beneficiary</td>
</tr>
<tr>
<td>ence</td>
<td>quality of, act of</td>
<td>Existence</td>
</tr>
<tr>
<td>ful</td>
<td>full of</td>
<td>Fearful</td>
</tr>
<tr>
<td>ic, ac, il, ile</td>
<td>of, like, pertaining to</td>
<td>Cardiac, Civil, Infantile, Acidic</td>
</tr>
<tr>
<td>ion</td>
<td>the act or condition of</td>
<td>Correction</td>
</tr>
<tr>
<td>ism</td>
<td>the practice of, support of</td>
<td>Patriotism</td>
</tr>
<tr>
<td>ist</td>
<td>one who makes, does</td>
<td>Artist</td>
</tr>
<tr>
<td>ity, ty, y</td>
<td>the state of, character of</td>
<td>Unity, Shifty, Showy</td>
</tr>
<tr>
<td>ive</td>
<td>having the nature of</td>
<td>Active</td>
</tr>
<tr>
<td>less</td>
<td>lacking, without</td>
<td>Heartless</td>
</tr>
<tr>
<td>logy</td>
<td>the study of</td>
<td>Biology</td>
</tr>
<tr>
<td>ment</td>
<td>the act of, the state of</td>
<td>Retirement</td>
</tr>
<tr>
<td>ness</td>
<td>the quality of</td>
<td>Eagerness</td>
</tr>
<tr>
<td>ory</td>
<td>having the nature of, a place or thing for</td>
<td>Laboratory</td>
</tr>
</tbody>
</table>

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### Suffixes, Roots, and Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example words &amp; meanings</th>
</tr>
</thead>
</table>
| ous, ose | full of, having | • Dangerous  
• Verbose  
• Full of danger  
• Full of words, or wordy |
| ship | the art or skill of, the ability to | • Leadership  
• The ability to lead |
| some | full of, like | • Troublesome  
• Full of trouble |
| tude | the state of quality of, the ability to | • Aptitude  
• The ability to do |
| y | Full of, somewhat, somewhat like | • Musty  
• Chilly  
• Willowy  
• Having a stale odor  
• Somewhat cold  
• Like a willow |

---

**Table 4: Taking words apart**

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Root</th>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrence</td>
<td>con: with</td>
<td>curr: run</td>
<td>ence: act of</td>
<td>Act of running with, happening at same time</td>
</tr>
<tr>
<td>Exaggerate</td>
<td>ex: out</td>
<td>ag: to do, act</td>
<td>—</td>
<td>To act out</td>
</tr>
<tr>
<td>Irreversible</td>
<td>ir: not re: again</td>
<td>vers: turning</td>
<td>ible: able to</td>
<td>Not able to turn back</td>
</tr>
<tr>
<td>Malediction</td>
<td>male: bad</td>
<td>dict: to say</td>
<td>—</td>
<td>To say bad things, a negative statement</td>
</tr>
<tr>
<td>Precursor</td>
<td>pre: before</td>
<td>curs: to run</td>
<td>or: one who</td>
<td>Something that comes before</td>
</tr>
<tr>
<td>Unity</td>
<td>uni: one</td>
<td>—</td>
<td>ty: state of</td>
<td>State of being one, a single thing or being</td>
</tr>
<tr>
<td>Untenable</td>
<td>un: not</td>
<td>ten: holding</td>
<td>able: able to</td>
<td>Not able to hold on</td>
</tr>
</tbody>
</table>

---

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62
What is a suffix?

A suffix is a word ending. It is a group of letters you can add to the end of a root word* e.g. walking, helpful

*A root word stands on its own as a word, but you can make new words from it by adding beginnings (prefixes) and endings (suffixes).

For example, 'comfort' is a root word. By adding the prefix 'dis' and the suffix 'able' you can make new words such as 'discomfort' and 'comfortable'.

Adding suffixes to words can change or add to their meaning, but most importantly they show how a word will be used in a sentence and what part of speech (e.g. noun, verb, adjective) the word belongs to.

* e.g. If you want to use the root word 'talk' in the following sentence:

I was (talk) to Samina.

You need to add the suffix 'ing' so that the word 'talk' makes better sense grammatically:

"I was talking to Samina".

There are various suffixes we use. Probably the most common are 'ed' and 'ing'.

Here are some other suffixes and examples.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Example</th>
<th>Suffix</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ed</td>
<td>walk + ed = walked</td>
<td>ness</td>
<td>happy + ness = happiness</td>
</tr>
<tr>
<td>ing</td>
<td>say + ing = saying</td>
<td>al</td>
<td>accident + al = accidental</td>
</tr>
<tr>
<td>er</td>
<td>tall + er = taller</td>
<td>ary</td>
<td>imagine + ary = imaginary</td>
</tr>
<tr>
<td>tion</td>
<td>educate + tion = education</td>
<td>able</td>
<td>accept + able = acceptable</td>
</tr>
<tr>
<td>sion</td>
<td>divide + sion = division</td>
<td>ly</td>
<td>love + ly = lovely</td>
</tr>
<tr>
<td>cian</td>
<td>music + cian = musician</td>
<td>ment</td>
<td>excite + ment = excitement</td>
</tr>
<tr>
<td>fully</td>
<td>hope + fully = hopefully</td>
<td>ful</td>
<td>help + ful + helpful</td>
</tr>
<tr>
<td>est</td>
<td>large + est = largest</td>
<td>y</td>
<td>ease + y = easy</td>
</tr>
</tbody>
</table>
NB: Adding a suffix to some root words will change the spelling of the new word. There are some spelling rules to help you learn why and when this happens. For more information see factsheets 2 and 3 on suffix spelling rules.

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Suffix spelling rules - double letters

Usually when you add a suffix to a root word the spelling of both stays the same:
**e.g.** care + ful = careful
But there are several important groups of words where the spelling of the root word **changes** when you add a suffix.

Sometimes the spelling changes because of the 'Doubling' rules.
As always, there are exceptions to these 4 rules, but they are a good starting guide:

1] For most short (one syllable) words that end in a single consonant (anything but 'a', 'e', 'i', 'o', 'u') you need to double the last letter when you add a suffix:
**e.g.** run + ing = running
sun + y = sunny

If the word ends with more than one consonant, you **don't** double the last letter:
**e.g.** pump + ed = pumped
sing + ing = singing

2] For most longer (more than one syllable) words that end in 'l' you need to double the 'l' when you add the suffix:
**e.g.** travel + ing = travelling
cancel + ed = cancelled

3] For most longer (more than one syllable) words that have the stress on the last syllable when you say them AND end in a single consonant (anything but 'a', 'e', 'i', 'o', 'u') you need to double the last letter:
**e.g.** begin + er = beginner
prefer + ing = preferring

If the word has more than one syllable and ends in a single consonant, but the stress isn't on the last syllable, then you **don't** need to double the last letter before adding a suffix:
**e.g.** offer + ing = offering
benefit + ed = benefited

4] If you have a word ending in a consonant and a suffix starting in a consonant, you **don't** need to double the last letter of the word:
**e.g.** enrol + ment = enrolment
commit + ment = commitment

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More suffix spelling rules

'y' to 'i' rule

When you add a suffix to a word which ends in a consonant followed by a 'y', change the 'y' to 'i'.

*Example.* The word 'happy' ends in 'py'.
When you add the suffix 'ness', change the 'y' to 'i' to make the word happiness:
nappy + ness = happiness.

Exceptions to the rule.
If you are adding the suffix 'ing' to a word ending in 'y', keep the 'y'.
*Example.* The word 'copy' ends in 'py'.
When you add 'ing' the 'y' doesn't change to an 'i' because you would have 2 'i's together: copy + ing = copying.

Silent 'e' rule

When you add a 'y' or a suffix which starts with a vowel (a, e, i, o, u) to a word which ends in a silent 'e', drop the silent 'e'.

Silent 'e' words are ones that end with a consonant and have an 'e' at the end, such as hope, like, love. If you say the word to yourself you don't really hear the 'e' at the end.

*Example.* The word 'noise' ends in a silent 'e'.
When you add the suffix 'y', the 'e' is dropped to make the word, noisy:
noise + y = noisy.

The word 'like' ends in a silent 'e'.
When you add the suffix 'ing', the 'e' is dropped to make the word, liking:
like + ing = liking.

Exceptions to the rule. If a word ends in 'ce', or 'ge', keep the 'e' if you add a suffix beginning with either an 'a', or an 'o'. (This is done to keep the 'c' or 'g' sounding soft.)

*Example.* The word 'peace' ends in 'ce'.
When you add on the suffix 'able' the silent 'e' is kept to make the word, peaceable:
peace + able = peaceable.
NB: All these rules also apply to words which have a prefix before the root word. For example if you add the suffix 'ness' to the root word 'unhappy' you would still change the 'y' to 'i': un + happy + ness = unhappiness

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Verbs, nouns and professions

Adding a suffix to a word can change the job that word does. There are several forms of the 'shun' sound which are all suffixes that can change root words from nouns to verbs, or give you important clues about what the word is doing.

From verbs to nouns...

1] Adding 'tion'
Adding 'tion' to a root word can change the word from a verb (action word) to a noun (name of person, place or thing):
- *e.g.* inject (verb) + tion = injection (noun)
- *e.g.* instruct (verb) + tion = instruction (noun)

Sometimes the spelling changes slightly between the verb and the noun. The important thing is that you can see that the verb and noun are related in meaning.
- *e.g.* relax (verb) + tion = relaxation (noun)
- *e.g.* describe (verb) + tion = description (noun)

Use this when:
- there is a consonant before the 'tion' sound (normally the root word ends in 't')
  N.B. if the root word ends in 't', you drop the final 't' before adding the suffix.
- the root word ends with a long vowel or a short 'l'

3] Adding '-sion'
Adding 'sion' to a root word can also change the word from a verb (action word) to a noun (name of person, place or thing). Note again that the spelling often changes slightly. The important thing is that you can see that the verb and noun are related in meaning:
- *e.g.* confuse (verb) + sion = confusion (noun)
- *e.g.* explode (verb) + sion = explosion (noun)
- *e.g.* discuss (verb) + sion = discussion (noun)

Use this when:
- the root word ends in 'nd' (extend - extension), 'vert' (convert - conversion), 'de' (decide - decision), or 'mit' (admit - admission).

Professions
## Most Common Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Key Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>antifreeze</td>
</tr>
<tr>
<td>de-</td>
<td>opposite</td>
<td>defrost</td>
</tr>
<tr>
<td>dis-*</td>
<td>not, opposite of</td>
<td>disagree</td>
</tr>
<tr>
<td>en-, em-</td>
<td>cause to</td>
<td>encode, embrace</td>
</tr>
<tr>
<td>fore-</td>
<td>before</td>
<td>forecast</td>
</tr>
<tr>
<td>in-, im-</td>
<td>in</td>
<td>infield</td>
</tr>
<tr>
<td>in-, im-, il-, ir-*</td>
<td>not</td>
<td>injustice, impossible</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>interact</td>
</tr>
<tr>
<td>mid-</td>
<td>middle</td>
<td>midway</td>
</tr>
<tr>
<td>mis-</td>
<td>wrongly</td>
<td>misfire</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonsense</td>
</tr>
<tr>
<td>over-</td>
<td>over</td>
<td>overlook</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>prefix</td>
</tr>
<tr>
<td>re-*</td>
<td>again</td>
<td>return</td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>submarine</td>
</tr>
<tr>
<td>super-</td>
<td>above</td>
<td>superstar</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>transport</td>
</tr>
<tr>
<td>un-*</td>
<td>not</td>
<td>unfriendly</td>
</tr>
<tr>
<td>under-</td>
<td>under</td>
<td>undersea</td>
</tr>
</tbody>
</table>

*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.
What is a prefix?

A prefix is a group of letters which you can add to the **beginning** of a root word* to change the meaning of the word. e.g. **mis** + fortune = misfortune

*A root word stands on its own as a word but you can make new words from it by adding beginnings (prefixes) and endings (suffixes).

For example, 'comfort' is a root word. By adding the prefix 'dis' and the suffix 'able' you can make new words such as 'discomfort' and 'comfortable'.

**Prefix meanings:**

Every prefix has a meaning, for example:

The prefix **'un'** means 'not'

The root word **'clear'** means 'bright', 'free from difficulty'

un + clear = unclear which means 'not clear' or 'dim', 'difficult to see or understand'

There are no rules to help you remember which prefix you should use, although knowing the meaning of the prefix can help.

Here are some examples of prefixes and their meanings...

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
</table>
| mis | means 'wrong' or 'badly'  
  e.g. **'misspelled'** or **misspelt** means 'wrongly spelled' |
| sub | means under  
  e.g. **'subway'** means 'a way under the ground' |
| pre | means 'before in time', 'in front of' or 'superior'  
  e.g. **'prepacked'** means 'packed before' |
| un | means not (there are also several other prefixes which mean not)  
  e.g. **'unhurt'** means 'not hurt' |

If you are uncertain whether the prefix you have used is correct, check the word in a dictionary when you proof-read your writing.

For more prefixes and their meanings take a look at factsheets 3 and 4 in this section.
Adding prefixes to root words

1. Generally when you add a prefix to a root word* the spelling of the prefix and the root words stays the same.

   *A root word stands on its own as a word but you can make new words from it by adding beginnings (prefixes) and endings (suffixes).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>+</th>
<th>Root word</th>
<th>=</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>+</td>
<td>kind</td>
<td>=</td>
<td>unkind</td>
</tr>
<tr>
<td>im</td>
<td>+</td>
<td>mature</td>
<td>=</td>
<td>immature</td>
</tr>
<tr>
<td>bi</td>
<td>+</td>
<td>cycle</td>
<td>=</td>
<td>bicycle</td>
</tr>
<tr>
<td>mis</td>
<td>+</td>
<td>fire</td>
<td>=</td>
<td>misfire</td>
</tr>
<tr>
<td>in</td>
<td>+</td>
<td>visible</td>
<td>=</td>
<td>invisible</td>
</tr>
</tbody>
</table>

Exceptions

When you add a prefix to a root word the spelling of both usually stays the same, although when the prefix 'all' is added to a root word the final 'l' of 'all' is dropped.

all + together = altogether
all + ways = always

2. With some root words more than one type of prefix may be added to give the word different meanings.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>+</th>
<th>Root word</th>
<th>=</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>+</td>
<td>appear</td>
<td>=</td>
<td>disappear - means to no longer appear, or cease to appear</td>
</tr>
<tr>
<td>re</td>
<td>+</td>
<td>appear</td>
<td>=</td>
<td>reappear - means to appear again</td>
</tr>
</tbody>
</table>

3. Sometimes you can add more than one prefix to a word at the same time.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>+</th>
<th>Prefix</th>
<th>+</th>
<th>Root word</th>
<th>=</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>re</td>
<td>+</td>
<td>dis</td>
<td>+</td>
<td>cover</td>
<td>=</td>
<td>rediscover</td>
</tr>
</tbody>
</table>
**Most Common Suffixes**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Key Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>can be done</td>
<td>comfortable</td>
</tr>
<tr>
<td>-al, -ial</td>
<td>having characteristics of</td>
<td>personal</td>
</tr>
<tr>
<td>-ed*</td>
<td>past-tense verbs</td>
<td>hopped</td>
</tr>
<tr>
<td>-en</td>
<td>made of</td>
<td>wooden</td>
</tr>
<tr>
<td>-er</td>
<td>comparative</td>
<td>higher</td>
</tr>
<tr>
<td>-er</td>
<td>one who</td>
<td>worker, actor</td>
</tr>
<tr>
<td>-est</td>
<td>comparative</td>
<td>biggest</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>careful</td>
</tr>
<tr>
<td>-ic</td>
<td>having characteristics of</td>
<td>linguistic</td>
</tr>
<tr>
<td>-ing*</td>
<td>verb form/ present participle</td>
<td>running</td>
</tr>
<tr>
<td>-ion, -tion, -ation, -ition</td>
<td>act, process</td>
<td>occasion, attraction</td>
</tr>
<tr>
<td>-ity, -ty</td>
<td>state of</td>
<td>infinity</td>
</tr>
<tr>
<td>-ive, -ative, -itive</td>
<td>adjective form of a noun</td>
<td>plaintive</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>fearless</td>
</tr>
<tr>
<td>-ly*</td>
<td>characteristic of</td>
<td>quickly</td>
</tr>
<tr>
<td>-ment</td>
<td>action or process</td>
<td>enjoyment</td>
</tr>
<tr>
<td>-ness</td>
<td>state of, condition of</td>
<td>kindness</td>
</tr>
<tr>
<td>-ous, -eous, -ious</td>
<td>possessing the qualities of</td>
<td>joyous</td>
</tr>
<tr>
<td>-s, -es*</td>
<td>more than one</td>
<td>books, boxes</td>
</tr>
<tr>
<td>-y</td>
<td>characterized by</td>
<td>happy</td>
</tr>
</tbody>
</table>

*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.
Prefixes meaning 'not'

There are several prefixes which reverse the meaning of a word. An easier way to remember them is if you think of them to essentially mean 'not'.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>means not</td>
<td>* 'unhurt' means 'not hurt'</td>
</tr>
<tr>
<td>im</td>
<td>means not</td>
<td>* 'impolite' means 'not polite'</td>
</tr>
<tr>
<td>il</td>
<td>means not</td>
<td>* 'illegal' means 'not legal'</td>
</tr>
<tr>
<td>in</td>
<td>means not</td>
<td>* 'informal' means 'not formal'</td>
</tr>
<tr>
<td>ir</td>
<td>means not</td>
<td>* 'irregular' means 'not regular'</td>
</tr>
<tr>
<td>dis*</td>
<td>one of the meanings of this prefix is also 'not'</td>
<td>* 'disagree' means 'not agree'</td>
</tr>
</tbody>
</table>

* For the other meanings of the prefix 'dis' see factsheet 4.

You can find Skillwise at http://www.bbc.co.uk/skillswise
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### Other prefixes

Here are some other examples of common prefixes for you to learn.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
</table>
| dis    | means away, apart, between, utterly (when used with a negative word) and not.  
  e.g. 'disarm' means to remove or take weapons away |
| mis    | means 'wrong' or 'badly'  
  e.g. 'misfortune' is when you are not lucky and things go wrong or badly |
| under  | means 'below' or 'beneath'  
  e.g. 'underground' means below or beneath the ground |
| over   | means upper, outer, over, superior or excessive  
  e.g. 'overweight' means too heavy or fat |
| re     | means again  
  e.g. 'replay' means to play something again |
| trans  | means across or through  
  e.g. 'transatlantic' means across the Atlantic ocean |
| inter  | means among, between or together  
  e.g. 'intermission' is the short period of time between the parts in a performance or a film |
| super  | means in excess, beyond  
  e.g. 'supersonic' means faster or beyond the speed of sound |
| anti   | means against, in opposition to  
  e.g. 'anticlockwise' is opposite to the direction that the hands of a clock move in |
| ante   | means before  
  e.g. 'antenatal' means before giving birth |
| post   | means after  
  e.g. 'postpone' means to put something off until later, or after it was originally planned |

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Prefixes Worksheet

Name: ___________________________ Date: ___________________________

- Add a prefix to each of the following words to make new words. If you get stuck on one, move onto the next one and then go back to it.

<table>
<thead>
<tr>
<th>Prefixes you might need</th>
<th>un-</th>
<th>dis-</th>
<th>re-</th>
<th>mis-</th>
<th>de-</th>
<th>im-</th>
<th>in-</th>
<th>il-</th>
<th>non-</th>
<th>anti-</th>
<th>pre-</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ clockwise</td>
<td>_____ behave</td>
<td>_____ sense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ possible</td>
<td>_____ place</td>
<td>_____ fix</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ happy</td>
<td>_____ lucky</td>
<td>_____ legal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ code</td>
<td>_____ visible</td>
<td>_____ connect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ fiction</td>
<td>_____ mind</td>
<td>_____ appear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ view</td>
<td>_____ prove</td>
<td>_____ able</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ play</td>
<td>_____ frost</td>
<td>_____ wind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ obey</td>
<td>_____ cover</td>
<td>_____ honest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ healthy</td>
<td>_____ sent</td>
<td>_____ chief</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ serve</td>
<td>_____ historic</td>
<td>_____ fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The Suffix -y Practice Sheet

Name: __________________________ Date: ____________

- Change the following nouns and verbs to adjectives using the suffix -y.

<table>
<thead>
<tr>
<th>Words that end with -e, take off the -e before adding -y.</th>
</tr>
</thead>
<tbody>
<tr>
<td>grease</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words that end with a short vowel and a consonant, double the final consonant before adding -y. (except words which end with -x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>fun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most other words, just add -y.</th>
</tr>
</thead>
<tbody>
<tr>
<td>wind</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Now try these!</th>
</tr>
</thead>
<tbody>
<tr>
<td>slime</td>
</tr>
<tr>
<td>rain</td>
</tr>
<tr>
<td>sleep</td>
</tr>
<tr>
<td>greed</td>
</tr>
<tr>
<td>shine</td>
</tr>
</tbody>
</table>
Adding -ed Practice Sheet

Name:                                      Date:

- Add the suffix -ed to the following words and write the new word underneath.

<table>
<thead>
<tr>
<th>Words that end with -e, just add -d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>chase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words that end with -y, change the Y to an 'i' and then add -ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>cry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words that end with a short vowel and a consonant, double the final consonant before adding -ed. (except words which end with c or x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>trip</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most other words, just add -ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Now try these!</th>
</tr>
</thead>
<tbody>
<tr>
<td>sneeze</td>
</tr>
<tr>
<td>listen</td>
</tr>
<tr>
<td>slip</td>
</tr>
</tbody>
</table>
Adding -er Practice Sheet (Adjectives)

| Name: | Date: |

- Add the suffix -er to the following words and write the new word underneath.

<table>
<thead>
<tr>
<th>Words that end with -e, just add -r.</th>
</tr>
</thead>
<tbody>
<tr>
<td>rude</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words that end with -y, change the y to an i and then add -er.</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words that end with a short vowel and a consonant, double the final consonant before adding -er. (except words which end with c or x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>wet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most other words, just add -er.</th>
</tr>
</thead>
<tbody>
<tr>
<td>kind</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Now try these!</th>
</tr>
</thead>
<tbody>
<tr>
<td>dirty</td>
</tr>
<tr>
<td>fat</td>
</tr>
<tr>
<td>old</td>
</tr>
</tbody>
</table>
# Adding -est Practice Sheet (Adjectives)

**Name:**

**Date:**

- Add the suffix -est to the following words and write the new word underneath.

## Words that end with -e, just add -st.

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine</td>
<td>finest</td>
</tr>
<tr>
<td>ripe</td>
<td>ripest</td>
</tr>
<tr>
<td>close</td>
<td>closest</td>
</tr>
<tr>
<td>cute</td>
<td>cutest</td>
</tr>
<tr>
<td>wise</td>
<td>wisest</td>
</tr>
</tbody>
</table>

## Words that end with -y, change the y to an i and then add -est.

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>smelly</td>
<td>smelliest</td>
</tr>
<tr>
<td>silly</td>
<td>silliest</td>
</tr>
<tr>
<td>rainy</td>
<td>rainiest</td>
</tr>
<tr>
<td>tasty</td>
<td>tastiest</td>
</tr>
<tr>
<td>tiny</td>
<td>tiniest</td>
</tr>
</tbody>
</table>

## Words that end with a short vowel and a consonant, double the final consonant before adding -est. (except words which end with c or x)

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>mad</td>
<td>maddest</td>
</tr>
<tr>
<td>dim</td>
<td>dimmest</td>
</tr>
<tr>
<td>smug</td>
<td>smuggest</td>
</tr>
<tr>
<td>flat</td>
<td>flattest</td>
</tr>
<tr>
<td>glad</td>
<td>gladdest</td>
</tr>
</tbody>
</table>

## Most other words, just add -est.

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>smart</td>
<td>smartest</td>
</tr>
<tr>
<td>young</td>
<td>youngest</td>
</tr>
<tr>
<td>quiet</td>
<td>quietest</td>
</tr>
<tr>
<td>long</td>
<td>longest</td>
</tr>
<tr>
<td>sharp</td>
<td>sharpest</td>
</tr>
</tbody>
</table>

## Now try these!

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>empty</td>
<td>emptiest</td>
</tr>
<tr>
<td>grim</td>
<td>grimmest</td>
</tr>
<tr>
<td>sly</td>
<td>sliest</td>
</tr>
<tr>
<td>slow</td>
<td>slowest</td>
</tr>
<tr>
<td>great</td>
<td>greatest</td>
</tr>
<tr>
<td>brave</td>
<td>bravest</td>
</tr>
<tr>
<td>drab</td>
<td>drabest</td>
</tr>
<tr>
<td>lame</td>
<td>lamiest</td>
</tr>
<tr>
<td>huge</td>
<td>hugest</td>
</tr>
<tr>
<td>spooky</td>
<td>spookiest</td>
</tr>
<tr>
<td>strict</td>
<td>strictest</td>
</tr>
<tr>
<td>nice</td>
<td>nicest</td>
</tr>
<tr>
<td>sleepy</td>
<td>sleepiest</td>
</tr>
<tr>
<td>tame</td>
<td>tamest</td>
</tr>
<tr>
<td>crazy</td>
<td>craziest</td>
</tr>
</tbody>
</table>
Spelling: Prefixes worksheet 1

Only 1 out of the 3 prefixes next to a root word is right for that word. Choose which one you think is correct and write the new word in the space provided, as in the example.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Root word</th>
<th>Correct word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un / dis / sub</td>
<td>pick</td>
<td>unpick</td>
</tr>
<tr>
<td>de / im / un</td>
<td>fraud</td>
<td></td>
</tr>
<tr>
<td>il / in / re</td>
<td>legal</td>
<td></td>
</tr>
<tr>
<td>mis / trans / un</td>
<td>even</td>
<td></td>
</tr>
<tr>
<td>anti / re / in</td>
<td>play</td>
<td></td>
</tr>
<tr>
<td>in / dis / un</td>
<td>certain</td>
<td></td>
</tr>
<tr>
<td>un / in / mis</td>
<td>fortune</td>
<td></td>
</tr>
<tr>
<td>il / un / in</td>
<td>direct</td>
<td></td>
</tr>
<tr>
<td>de / pre / mis</td>
<td>behave</td>
<td></td>
</tr>
<tr>
<td>re / mis / im</td>
<td>possible</td>
<td></td>
</tr>
<tr>
<td>il / un / in</td>
<td>wrap</td>
<td></td>
</tr>
<tr>
<td>ir / im / in</td>
<td>regular</td>
<td></td>
</tr>
<tr>
<td>dis / de / re</td>
<td>name</td>
<td></td>
</tr>
<tr>
<td>inter / mis / un</td>
<td>view</td>
<td></td>
</tr>
<tr>
<td>un / in / dis</td>
<td>afraid</td>
<td></td>
</tr>
<tr>
<td>in / il / im</td>
<td>moral</td>
<td></td>
</tr>
<tr>
<td>de / dis / re</td>
<td>view</td>
<td></td>
</tr>
<tr>
<td>il / un / im</td>
<td>equal</td>
<td></td>
</tr>
<tr>
<td>un / dis / re</td>
<td>honest</td>
<td></td>
</tr>
<tr>
<td>de / mis / un</td>
<td>use</td>
<td></td>
</tr>
</tbody>
</table>
Check to see if you picked the right prefix for each of the root words.

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Root word</th>
<th>Correct word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un / dis / sub</td>
<td>pick</td>
<td>unpick</td>
</tr>
<tr>
<td>de / im / un</td>
<td>fraud</td>
<td>defraud</td>
</tr>
<tr>
<td>il / in / re</td>
<td>legal</td>
<td>illegal</td>
</tr>
<tr>
<td>mis / trans / un</td>
<td>even</td>
<td>uneven</td>
</tr>
<tr>
<td>anti / re / in</td>
<td>play</td>
<td>replay</td>
</tr>
<tr>
<td>in / dis / un</td>
<td>certain</td>
<td>uncertain</td>
</tr>
<tr>
<td>un / in / mis</td>
<td>fortune</td>
<td>misfortune</td>
</tr>
<tr>
<td>il / un / in</td>
<td>direct</td>
<td>indirect</td>
</tr>
<tr>
<td>de / pre / mis</td>
<td>behave</td>
<td>misbehave</td>
</tr>
<tr>
<td>re / mis / im</td>
<td>possible</td>
<td>possible</td>
</tr>
<tr>
<td>il / un / in</td>
<td>wrap</td>
<td>wrap</td>
</tr>
<tr>
<td>ir / im / in</td>
<td>regular</td>
<td>regular</td>
</tr>
<tr>
<td>dis / de / re</td>
<td>name</td>
<td>name</td>
</tr>
<tr>
<td>inter / mis / un</td>
<td>view</td>
<td>view</td>
</tr>
<tr>
<td>un / in / dis</td>
<td>afraid</td>
<td>unafraid</td>
</tr>
<tr>
<td>in / il / im</td>
<td>moral</td>
<td>immoral</td>
</tr>
<tr>
<td>de / dis / re</td>
<td>view</td>
<td>review</td>
</tr>
<tr>
<td>il / un / im</td>
<td>equal</td>
<td>unequal</td>
</tr>
<tr>
<td>un / dis / re</td>
<td>honest</td>
<td>dishonest</td>
</tr>
<tr>
<td>de / mis / un</td>
<td>use</td>
<td>misuse</td>
</tr>
</tbody>
</table>
Spelling: Prefixes worksheet 2

Take away the prefix from each of the root words. Write the root word in the space provided, as in the example.

<table>
<thead>
<tr>
<th>Prefix + root word</th>
<th>Root word</th>
</tr>
</thead>
<tbody>
<tr>
<td>untidy</td>
<td>tidy</td>
</tr>
<tr>
<td>indecent</td>
<td></td>
</tr>
<tr>
<td>immature</td>
<td></td>
</tr>
<tr>
<td>misprint</td>
<td></td>
</tr>
<tr>
<td>underarm</td>
<td></td>
</tr>
<tr>
<td>reappear</td>
<td></td>
</tr>
<tr>
<td>transplant</td>
<td></td>
</tr>
<tr>
<td>intercity</td>
<td></td>
</tr>
<tr>
<td>unusual</td>
<td></td>
</tr>
<tr>
<td>immobile</td>
<td></td>
</tr>
<tr>
<td>inaccurate</td>
<td></td>
</tr>
<tr>
<td>unimportant</td>
<td></td>
</tr>
<tr>
<td>supermarket</td>
<td></td>
</tr>
<tr>
<td>antifreeze</td>
<td></td>
</tr>
<tr>
<td>prejudge</td>
<td></td>
</tr>
<tr>
<td>decrease</td>
<td></td>
</tr>
<tr>
<td>submerge</td>
<td></td>
</tr>
<tr>
<td>triangle</td>
<td></td>
</tr>
<tr>
<td>misspent</td>
<td></td>
</tr>
<tr>
<td>dissatisfy</td>
<td></td>
</tr>
</tbody>
</table>
Spelling: Prefixes worksheet 2 - answers

Check to see if you found the correct root words.

<table>
<thead>
<tr>
<th>Prefix + root word</th>
<th>Root word</th>
</tr>
</thead>
<tbody>
<tr>
<td>untidy</td>
<td>tidy</td>
</tr>
<tr>
<td>indecent</td>
<td>decent</td>
</tr>
<tr>
<td>immature</td>
<td>mature</td>
</tr>
<tr>
<td>misprint</td>
<td>print</td>
</tr>
<tr>
<td>underarm</td>
<td>arm</td>
</tr>
<tr>
<td>reappear</td>
<td>appear</td>
</tr>
<tr>
<td>transplant</td>
<td>plant</td>
</tr>
<tr>
<td>intercity</td>
<td>city</td>
</tr>
<tr>
<td>unusual</td>
<td>usual</td>
</tr>
<tr>
<td>immobile</td>
<td>mobile</td>
</tr>
<tr>
<td>inaccurate</td>
<td>accurate</td>
</tr>
<tr>
<td>unimportant</td>
<td>important</td>
</tr>
<tr>
<td>supermarket</td>
<td>market</td>
</tr>
<tr>
<td>antifreeze</td>
<td>freeze</td>
</tr>
<tr>
<td>prejudget</td>
<td>judge</td>
</tr>
<tr>
<td>decrease</td>
<td>crease</td>
</tr>
<tr>
<td>submerge</td>
<td>merge</td>
</tr>
<tr>
<td>triangle</td>
<td>angle</td>
</tr>
<tr>
<td>misspent</td>
<td>spent</td>
</tr>
<tr>
<td>dissatisfy</td>
<td>satisfy</td>
</tr>
</tbody>
</table>
Spelling: Suffixes worksheet 1

Only 1 out of the 3 suffixes next to a root word is right for that word. Choose the one you think is correct and write the new word in the space provided. Don’t forget the suffix spelling rules.

<table>
<thead>
<tr>
<th>Root word</th>
<th>Suffixes</th>
<th>Correct word</th>
</tr>
</thead>
<tbody>
<tr>
<td>origin</td>
<td>al / ly / ary</td>
<td>original</td>
</tr>
<tr>
<td>music</td>
<td>sion / cian / tion</td>
<td></td>
</tr>
<tr>
<td>noise</td>
<td>y / ly / ary</td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td>ness / less / ful</td>
<td></td>
</tr>
<tr>
<td>beauty</td>
<td>ful / est / ly</td>
<td></td>
</tr>
<tr>
<td>like</td>
<td>ed / er / ful</td>
<td></td>
</tr>
<tr>
<td>manage</td>
<td>ment / ible / al</td>
<td></td>
</tr>
<tr>
<td>friend</td>
<td>y / ly / ary</td>
<td></td>
</tr>
<tr>
<td>comfort</td>
<td>able / ible / ly</td>
<td></td>
</tr>
<tr>
<td>freeze</td>
<td>ing / less / est</td>
<td></td>
</tr>
<tr>
<td>excite</td>
<td>ment / fully / ful</td>
<td></td>
</tr>
<tr>
<td>love</td>
<td>y / ary / ly</td>
<td></td>
</tr>
<tr>
<td>run</td>
<td>ing / ible / ly</td>
<td></td>
</tr>
<tr>
<td>accident</td>
<td>al / ary / ed</td>
<td></td>
</tr>
<tr>
<td>caution</td>
<td>ary / able / ness</td>
<td></td>
</tr>
<tr>
<td>subtract</td>
<td>sion / tion / cian</td>
<td></td>
</tr>
<tr>
<td>divide</td>
<td>cian / sion / tion</td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td>est / ed / ly</td>
<td></td>
</tr>
<tr>
<td>wonder</td>
<td>ful / ness / ible</td>
<td></td>
</tr>
<tr>
<td>clean</td>
<td>ary / est / y</td>
<td></td>
</tr>
</tbody>
</table>
Spelling: Suffixes worksheet 1 - answers

Check to see if you picked the right suffix for each of the root words.

<table>
<thead>
<tr>
<th>Root word</th>
<th>Suffixes</th>
<th>Correct word</th>
</tr>
</thead>
<tbody>
<tr>
<td>origin</td>
<td>al / ly / ary</td>
<td>musician</td>
</tr>
<tr>
<td>music</td>
<td>sion / cian / tion</td>
<td>noisy</td>
</tr>
<tr>
<td>noise</td>
<td>y / ly / ary</td>
<td>happiness</td>
</tr>
<tr>
<td>happy</td>
<td>ness / less / ful</td>
<td>beautiful</td>
</tr>
<tr>
<td>beauty</td>
<td>ful / est / ly</td>
<td>liked</td>
</tr>
<tr>
<td>like</td>
<td>ed / er / ful</td>
<td>management</td>
</tr>
<tr>
<td>manage</td>
<td>ment / ible / al</td>
<td>friendly</td>
</tr>
<tr>
<td>friend</td>
<td>y / ly / ary</td>
<td>comfortable</td>
</tr>
<tr>
<td>comfort</td>
<td>able / ible / ly</td>
<td>freezing</td>
</tr>
<tr>
<td>freeze</td>
<td>ing / less / est</td>
<td>excitement</td>
</tr>
<tr>
<td>excite</td>
<td>ment / fully / ful</td>
<td>lovely</td>
</tr>
<tr>
<td>love</td>
<td>y / ary / ly</td>
<td>running</td>
</tr>
<tr>
<td>run</td>
<td>ing / ible / ly</td>
<td>running</td>
</tr>
<tr>
<td>accident</td>
<td>al / ary / ed</td>
<td>accidental</td>
</tr>
<tr>
<td>caution</td>
<td>ary / able / ness</td>
<td>cautionary</td>
</tr>
<tr>
<td>subtract</td>
<td>sion / tion / cian</td>
<td>subtraction</td>
</tr>
<tr>
<td>divide</td>
<td>cian / sion / tion</td>
<td>division</td>
</tr>
<tr>
<td>walk</td>
<td>est / ed / ly</td>
<td>walked</td>
</tr>
<tr>
<td>wonder</td>
<td>ful / ness / ible</td>
<td>wonderful</td>
</tr>
<tr>
<td>clean</td>
<td>ary / est / y</td>
<td>cleanest</td>
</tr>
</tbody>
</table>

http://www.bbc.co.uk/skillswise © BBC 2002
Spelling: Suffixes worksheet 2

Take away the suffix from each of the root words.

Write the correctly spelt root word in the space provided.

Don’t forget the suffix spelling rules.

<table>
<thead>
<tr>
<th>Root word + suffix</th>
<th>Root word</th>
</tr>
</thead>
<tbody>
<tr>
<td>biggest</td>
<td>big</td>
</tr>
<tr>
<td>friendship</td>
<td></td>
</tr>
<tr>
<td>quietly</td>
<td></td>
</tr>
<tr>
<td>sadness</td>
<td></td>
</tr>
<tr>
<td>colourful</td>
<td></td>
</tr>
<tr>
<td>hoping</td>
<td></td>
</tr>
<tr>
<td>secondary</td>
<td></td>
</tr>
<tr>
<td>collision</td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td></td>
</tr>
<tr>
<td>professional</td>
<td></td>
</tr>
<tr>
<td>imaginary</td>
<td></td>
</tr>
<tr>
<td>helpless</td>
<td></td>
</tr>
<tr>
<td>confusing</td>
<td></td>
</tr>
<tr>
<td>carefully</td>
<td></td>
</tr>
<tr>
<td>magician</td>
<td></td>
</tr>
<tr>
<td>decision</td>
<td></td>
</tr>
<tr>
<td>recognisable</td>
<td></td>
</tr>
<tr>
<td>thinner</td>
<td></td>
</tr>
<tr>
<td>lovely</td>
<td></td>
</tr>
</tbody>
</table>
Spelling: Suffixes worksheet 2 - answers

Check to see if you found and spelt the root words correctly.

<table>
<thead>
<tr>
<th>Root word + suffix</th>
<th>Root word</th>
</tr>
</thead>
<tbody>
<tr>
<td>biggest</td>
<td>big</td>
</tr>
<tr>
<td>friendship</td>
<td>friend</td>
</tr>
<tr>
<td>quietly</td>
<td>quiet</td>
</tr>
<tr>
<td>sadness</td>
<td>sad</td>
</tr>
<tr>
<td>colourful</td>
<td>colour</td>
</tr>
<tr>
<td>hoping</td>
<td>hope</td>
</tr>
<tr>
<td>secondary</td>
<td>second</td>
</tr>
<tr>
<td>collision</td>
<td>collide</td>
</tr>
<tr>
<td>employment</td>
<td>employ</td>
</tr>
<tr>
<td>funny</td>
<td>fun</td>
</tr>
<tr>
<td>professional</td>
<td>profession</td>
</tr>
<tr>
<td>imaginary</td>
<td>imagine</td>
</tr>
<tr>
<td>helpless</td>
<td>help</td>
</tr>
<tr>
<td>confusing</td>
<td>confuse</td>
</tr>
<tr>
<td>carefully</td>
<td>care</td>
</tr>
<tr>
<td>magician</td>
<td>magic</td>
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<tr>
<td>decision</td>
<td>decide</td>
</tr>
<tr>
<td>recognisable</td>
<td>recognise</td>
</tr>
<tr>
<td>thinner</td>
<td>thin</td>
</tr>
<tr>
<td>lovely</td>
<td>love</td>
</tr>
</tbody>
</table>
Accent Reduction Clinician Evaluation

Clinician __________________________

1. Overall, how would you rate your clinician on a scale of 1 – 5?
   CIRCLE ONE (1 = poor; 5 = excellent).
   1 2 3 4 5

2. How would you rate your clinician’s knowledge of the material he or she taught you?
   CIRCLE ONE (1 = poor; 5 = excellent).
   1 2 3 4 5

3. What lesson was most helpful to you throughout the semester?

4. What lesson was least helpful to you throughout the semester?

5. What was your favorite part of speech therapy? Explain.

6. What was your least favorite part about speech therapy? Explain

7. What would you have liked to see that wasn’t covered?

8. Would you recommend speech therapy services with your clinician to fellow international students? Why or why not?

9. Please include any additional comments.
Navigating Muncie

THIS RESOURCE PAGE DOES NOT CONTAIN ALL AVAILABLE LOCATIONS THAT FIT UNDER EACH CATEGORY. HAVE FUN AND EXPLORE WHAT MUNCIE HAS TO OFFER! 😊

Grocery Stores Near BSU Campus

- Mainstreet Market/ Marsh  
  1500 West McGalliard Road, Muncie  
  (765) 751-1506

- Wal-Mart  
  1501 East 29th Street, Muncie  
  (765) 282-7467

- Aldi  
  3221 South Madison Street, Muncie

- Meijer  
  6260 W. McGalliard Rd. (SR332), Muncie  
  (765) 281-7800

Shopping

- Muncie Mall  
  3501 N. Granville Ave., Muncie  
  (765) 282-1276  
  www.simon.com

Hospital

- Ball Memorial Hospital/IU Health  
  2401 West University Avenue  
  Muncie, IN 47303-3499  
  (765) 747-3111

Car Dealerships

- Toyota of Muncie  
  3311 North Nebo Road, Muncie  
  (765) 289-0201
• Victory Honda of Muncie
  4901 West McGalliard Road, Muncie
  (765) 282-5955

• Stoops Automotive Group
  4055 West Clara Lane, Muncie
  (765) 288-1903

• Muncie Nissan
  501 West McGalliard Road, Muncie
  (765) 284-1100

• Gaddis Hyundai of Muncie
  504 West McGalliard Road, Muncie
  (765) 287-8970

Restaurants

• Thai Smile
  2401 North Tillotson Avenue, Muncie
  (765) 289-8989

• Amazing Joes
  909 North Wheeling Avenue, Muncie
  (765) 288-9470

• Blue Bottle Coffee Shop
  206 South Walnut Street, Muncie
  (765) 284-3630

• Jimmy Johns (They deliver)
  506 North Martin Street, Muncie
  (765) 751-0000

• The Herot
  219 South Walnut Street, Muncie

• Applebee’s Neighborhood Grill
  1423 West McGalliard Road, Muncie
  (765) 284-7008

• Greek’s Pizzeria
Resources and Suggestions

The following websites were found using the phrases listed after each “Google Search.” In most cases, there are more sites available than what you see below. This is only a list to get you started and to help you realize you will be able to find resources.

Relax. You’re going to do great. 😊

This is website is awesome for all things ESL:

- http://a4esl.org/
  
  This website contains quizzes that are grouped together by category and level of difficulty (easy, medium, and difficult).

Idioms

Google Search: “idioms”

- http://www.idiomsite.com/

Google Search: “idioms ESL lessons”

- http://www.eslcafe.com/idioms/

Google Search: “idioms ESL quiz”

- http://a4esl.org/q/h/idioms.html (GREAT RESOURCE)

Vocabulary

Google Search: “ESL vocabulary”

- http://www.rong-chang.com/vocabulary.htm

Google Search: “ESL vocabulary quiz”

- http://a4esl.org/q/h/vocabulary.html
- http://www.manythings.org/vq/
Vowels
Google Search: “ESL vowels”
- http://iteslj.org/links/ESL/Pronunciation/

Google Search: “ESL vowel worksheets”
- http://bogglesworldesl.com/vowel_combinations.htm
- http://www.stickyball.net/phonics.html
- http://bogglesworldesl.com/rcontrolledvowels.htm

Consonants
Google Search: “ESL consonant worksheet”

Google Search: “ESL advanced consonant worksheet”
- http://www.englishgateway.com/esl-worksheets
- http://www.englishmedialab.com/pronunciation.html

Articles
Google Search: “article grammar rules”
- http://www.english-at-home.com/grammar/articles/
- http://www.learnenglish.de/grammar/articlestext.htm
- http://owl.english.purdue.edu/owl/resource/540/01/

Prepositions
Google Search: “prepositions”
- http://www.writingcentre.uottawa.ca/hypergrammar/preposit.html
- http://www.towson.edu/ows/prepositions.htm

Prefixes & Suffixes
Google Search: “prefixes”
- http://www.learnenglish.de/grammar/prefixtext.htm
Google Search: “suffixes”

- https://www.msu.edu/~defores1/gre/sufx/gre_suffix.htm
- http://a4esl.org/q/h/9704/jj-suffixes.html

Interview Questions

Google Search: “job interview questions”

- http://www.jobinterviewquestions.org/questions/interview-questions.asp
- http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm

Google Search: “graduate school interview questions”

- http://gradschool.about.com/od/interviews/a/intquest.htm
- http://gradschool.about.com/od/interviews/Graduate_Admissions_Interviews.htm
- http://www.gradschooltips.com/interview_questions.htm
References

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from: 
http://Web address

http://www.bbc.co.uk/skillwise/words/spelling/wordbuilding/suffixes/worksheet.shtml

http://www.bbc.co.uk/skillwise/words/spelling/wordbuilding/suffixes/worksheet.shtml


http://eslpdf.com/


http://www.esltower.com/


http://owl.english.purdue.edu/owl/resource/540/01/


http://a4esl.org/