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/ɔɪ/ as in toys



Test Yourself

What do you already know about spelling words with the /ɔɪ/ sound? Do this self-check.

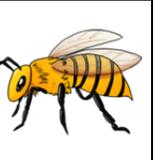
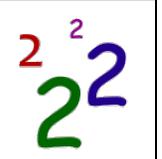
A. **Hear the Sound.** Which picture in each pair has the keyword sound /ɔɪ/. Circle it. (3pts.)  
Ask a native speaker to read the word pairs or use [dictionary.com](http://dictionary.com) with audio for word items.

 coin	 cone	 oil	 aisle	 joy	 jaw
---	---	--	---	--	--

Other minimal-pair words are:

/ɔɪ/ boy soy coy joy Lloyd moist noise	/oʊ/ bow so co- Joe load most nose	/ɔɪ/ boy soy toy boil voice Royce point	/aɪ/ by sigh tie bile vice rice pint	/ɔɪ/ boy soy coy joy noise loin poise	/ɔ/ bah saw caw jaw gnaws lawn paws
---	---	--	---	--	--

B. **Identify the Sound.** Circle only the words with the keyword sound /ɔɪ/. (7 pts.)

 buy 1	 bow 2	 boy 3	 bow 4	 bee 5	 bay 6
 toy 7	 tie 8	 toes 9	 twos 10	 choice 11	 choose 12
 porpoise 13	 posed 14	 file 15	 foil 16	 pint 17	 point 18

/ɔɪ/ as in *toys*



hero

19



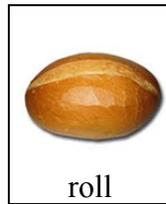
heroine

20



royal

21



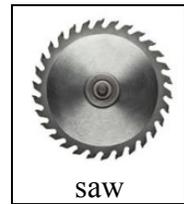
roll

22



soy

23



saw

24

C. **Find and Correct.** Mark ✓ if all the words in the sentence are correct. Mark ✗ if one is incorrect and write the correct spelling on the blank. (5pts)

1. \_\_\_\_\_ Woody is a cowboi character in the film *Toy Story*.
2. \_\_\_\_\_ He is a loil friend of Buzz Lightyear, an astronaut doll.
3. \_\_\_\_\_ Sometimes Buzz goes off on space voyages and gets lost.
4. \_\_\_\_\_ Woody tries to help him and poynt out the best way home.
5. \_\_\_\_\_ But Buzz makes bad choices and annoyes Woody.



D. **Complete the Word.** Add the correct spelling for the keyword sound /ɔɪ/. (6pts.)

1. Great toys don't need to be electronic. They sp\_\_\_l the creativity of a child.
2. Let the child make the v\_\_\_ce of the doll or action figure.
3. Let the child animate the car and make its motor n\_\_\_se. .
4. Who enj\_\_\_s hearing the same sounds again and again?
5. Av\_\_\_d that battery operated stuff!

Score \_\_\_/20      A score greater than 90% (18/30) is good, less 90% needs work.

Use the **Word List** at the end of this lesson to mark or collect difficult-to-spell words.



## Common Spellings

12.1 **oi**

toi·let	moist	poise	a·void	
coin	join	loin	oink	
voice	choice	re· <b>joyce</b>	<b>poi</b> ·son	
spoil	oil	boil	foil	soil
point	ap· <b>point</b>	joint	dis·ap· <b>point</b>	

**oi** occurs between consonants in a stressed syllable.

12.2 **oy**

en· <b>joy</b>	de· <b>stroy</b>	em· <b>ploy</b>	soy
a· <b>hoy</b>	an· <b>noy</b>	buoy <sup>1</sup>	de· <b>ploy</b>
-----			
<b>boy</b> ·cott <sup>3</sup>	<b>boy</b> ·sen· <b>ber</b> ·ry	<b>loy</b> ·al	
<b>roy</b> ·al	<b>oy</b> ·ster	<b>voy</b> ·age	<b>joy</b> ·ful

**oy** occurs mostly at the end of a word.

**oy** occurs at the end of a stressed syllable in a few words.

**But not:**

he· <b>ro</b> ·ic	e· <b>go</b> ·ist	<b>her</b> ·o·ine	<b>go</b> ·ing
<b>por</b> ·poise	co· <b>in</b> ·ci·dence	<b>so</b> ·lo·ist	
choir	coif· <b>fure</b>	<b>crois</b> · <b>sant</b>	

- when separated into different syllables, *heroic* /hɪ'rou ɪk/ *egoist* /'i gou ɪst/.
- in an unstressed syllable *porpoise* /'pɔr pəs/.
- in words of foreign origin *coiffure* /kwa'fyʊər/ and *croissant* /krə'sant/.

**Suffix -oid**

ste·roid	an·droid	trap·e·zoid <sup>1</sup>
hu·man·oid	fac·toid	rheu·ma·toid <sup>2</sup>
fi·broid	thy·roid	par·a·noid

**-oid** occurs unstressed at the end of a word as an adjectival suffix /ɔɪd/ "resembling, like".

<sup>1</sup> /'træp ə,zɔɪd/ four sides, one side is parallel.

<sup>2</sup> /'ru mə,tɔɪd/ related to joint pain disease

/oi/ as in *toys*



A. **Spell the Noun.** Fill in the correct spelling **oi** or **oy** for the word with the /oi/ sound.



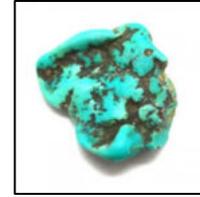
1. . c\_\_ns



2. t\_\_let



3. s\_\_l



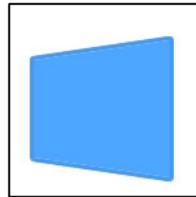
4. turqu\_\_se



5. cordu\_\_



6. m\_\_sture



7. trapez\_\_d



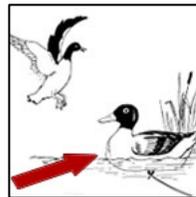
8. empl\_\_ee



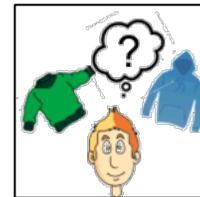
9. s\_\_sauce



10. \_\_ster



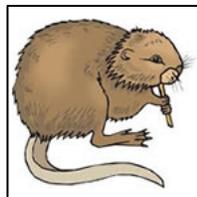
11. dec\_\_



12. ch\_\_ce



13. r\_\_alty



14. c\_\_pu



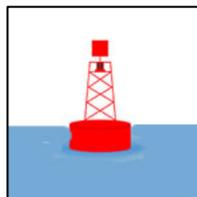
15. v\_\_ce



16. aster\_\_d



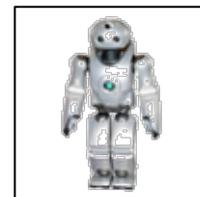
17. v\_\_age



18. bu\_\_



19. Sequ\_\_a



20. human\_\_d



A-2. Spell the Adjective.



21. j\_\_ful



22. n\_\_se



23. l\_\_al



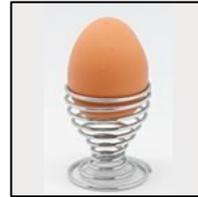
24. v\_\_d



25. ann\_\_ed



26. c\_\_ed

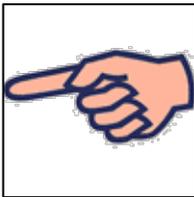


27. b\_\_led



28. sp\_\_led

A-3. Spell the Verb.



29. p\_\_nt



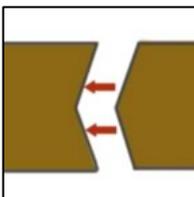
30. b\_\_cott



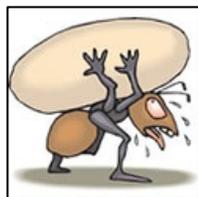
31. p\_\_son



32. enj\_\_



33. j\_\_n



34. t\_\_l



35. destr\_\_



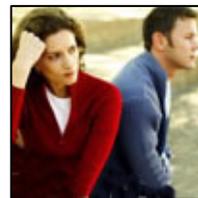
36. b\_\_l



37. \_\_nk



38. h\_\_st



39. av\_\_d



40. disapp\_\_nt

/ɔɪ/ as in toys



**B. Complete the Word.** Fill in the correct spelling **oi** or **oy** for the word with the /ɔɪ/ sound.

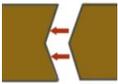
- 1. br\_\_\_ler      2. v\_\_\_celess      3. expl\_\_\_it      4. j\_\_\_nt
- 5. depl\_\_\_ment      6. empl\_\_\_ment      7. enj\_\_\_ment      8. \_\_\_ntment
- 9. m\_\_\_sturizer      10. pinp\_\_\_nt      11. rej\_\_\_ce      12. unav\_\_\_dable
- 13. rheumat\_\_\_d      14. thyr\_\_\_d      15. paran\_\_\_d      16. andr\_\_\_d

**C. Complete the Paragraph.** Fill in the spelling **oi** or **oy** for the /ɔɪ/ sound.(7)



Why is this little b\_\_\_ so n\_\_\_sy? He's shouting and  
ann\_\_\_ing everyone with his high-pitched, loud v\_\_\_ce. His  
parents are av\_\_\_ding him. Why don't they make him stop?  
What is the p\_\_\_nt of his boisterous behavior? He's so  
sp\_\_\_led. He is a r\_\_\_al pain!

**D-1. Sound Exchange.** Change the word with mid-sound /ɔɪ/ to a word with final /ɔɪ/.

-oi-		-oy	
1. <u>toil</u> (v.)		→ (n.) <u>toy</u>	
2. <u>coil</u> (n.)		→ (adj.)	
3. <u>boil</u> (v.)		→ (n.)	
4. <u>soil</u> (n.)		→ (n.)	
5. <u>join</u> (v.)		→ (adj.)	

(n.) noun, (n.) verb, (n.) adjective

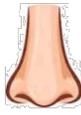
/ɔɪ/ as in *toys*



**D-1. Sound Exchange.** Change the word from /oʊ/ as in *home* to /ɔɪ/ as in *toys*.

**o** /oʊ/ *home*

**oi** /ɔɪ/ *toys*

- |     |             |  |   |                             |  |
|-----|-------------|--|---|-----------------------------|--|
| 6.  | <u>toes</u> |   | → | <u><i>toys</i></u>          |   |
| 7.  | <u>nose</u> |   | → | <u>                    </u> |   |
| 8.  | <u>bows</u> |   | → | <u>                    </u> |   |
| 9.  | <u>cone</u> |   | → | <u>                    </u> |   |
| 10. | <u>foal</u> |  | → | <u>                    </u> |  |

**D-2. Sound Exchange.** Change the word with /ɔ/ (*dog*) to a word with /ɔɪ/ (*toy*).

**a** /ɔ/ *dog*

**oi** /ɔɪ/ *toys*

- |     |                    |   |   |                        |   |
|-----|--------------------|---|---|------------------------|---|
| 11. | <u>all (adv.)</u>  |  | → | <u>(n.) <i>oil</i></u> |  |
| 12. | <u>ball (n.)</u>   |  | → | <u>(v.)</u>            |  |
| 13. | <u>call (v.)</u>   |  | → | <u>(n.)</u>            |  |
| 14. | <u>fall (v.)</u>   |  | → | <u>(n.)</u>            |  |
| 15. | <u>tall (adj.)</u> |  | → | <u>(v.)</u>            |  |





## Test Yourself (post)

**A. Find the Sound.** Underline the words with /ɔɪ/ in a stressed syllable. (7 pts.)



To make boysenberry jam, pick some choice, ripe fruit with a dark maroon color. At home, wash the berries and put them in a pot with sugar and lemon juice. Cook the mixture and boil it to the point that it begins to thicken. Avoid burning the mixture because it will spoil the taste. Allow the mixture to cool and then pour it into clean jars. Place the jars on a shelf until you are ready to open and enjoy your jam.

**B. Find and Correct.** Mark ✓ if all the words in the sentence are correct. Mark ✗ if one is incorrect and write the correct spelling on the blank. (5pts)

1. \_\_\_\_\_ A boy often wants a dog as his loyal companion.
2. \_\_\_\_\_ However, he must teach the dog to use outdoor areas for his toylet.
3. \_\_\_\_\_ He should keep the dog from destroing furniture or rugs.
4. \_\_\_\_\_ While training the dog, he must speak to the dog with a calm, sure voyce.
5. \_\_\_\_\_ With time and patience, he will have enjoyable pet.

**C. Complete the Paragraph.** Fill in the correct spellings for the /ɔɪ/ sound. (8 pts.)



The Coypu (Coipu in Spanish) is also known as the "river rat" in South America. In North America and Asia, it is known as "nutria". Coypus live in m\_\_st areas near fresh water and enj\_\_ a plant-based diet. Because coypus are usually large, 4–9 kg (8.8–19.8 lb), they can rapidly destr\_\_ an area by eating all the plant life alongside a river. Coypus empl\_\_ their claws to dig into the s\_\_l of riverbanks, causing the banks to fall. Their expl\_\_ts have caused farmers to consider them ann\_\_ing pests. Some ranchers, have successfully raised them and sold them their fur. However, a few countries, such as New Zealand, prohibit bringing them into their territory. They want to av\_\_d the destruction of their ecosystems.

**Score** \_\_\_\_/20                      Greater than 90% (18/20) is good, less than 90% needs work.

Use **Word List** on the next page to mark and collect difficult-to-spell words for use in Lesson 15.

**Word List****12.1 Oï** before a consonant

---

adenoid	coil	humanoid	paranoid	spoil
adroit	coin	join	pinpoint	steroid
android	disappoint	joint	poignant	thyroid
anoint	disjoint	loin	point	toil
appointment	doily	loiter	poise	toilet
avoid	droid	moist	poison	trapezoid
boil	embroider	moisture	purloin	turquoise
boiler	exploit	noise	quoits	voice
boing (sound)	factoid	noisy	rejoice	voiceless
boisterous	fibroid	oil	rheumatoid	void
broil	foil	oily	oil	voile
choice	groin	oink	Sequoia	
cloisters	hoist	ointment	soil	

**12.2 OY** mostly at the end of consonant

---

ahoy	buoyant	destroy	joyful	soybeans
alloy	cloying	employ	loyal	viceroys
annoy	corduroy	employee	Oy!	voyage
boy	coy	employer	oyster	voyeur
boycott	coyote	enjoy	royal	
boysenberry	decoy	goy	royalty	
buoy	deploy	joy	soy	



Answers

Test Yourself (pre)

1

A. Hear the Sound. coin/cone, oil/aisle, joy/jaw

B. Identify the Sound. 3. boy, 7. toy, 11. choice, 16. foil, 18 point, 21. royal, 23. soy.

C. Find and Correct. (6)

1. X cowboy Woody is a cowboi character in the film *Toy Story*.
2. X loyal He is a loil friend of Buzz Lightyear, an astronaut doll.
3. ✓ Sometimes Buzz goes off on space voyages and gets lost.
4. X point Woody tries to help him and poynt out the best way home.
5. X annoys But Buzz makes bad choices and annoyes Woody.

D. Complete the Word. (5)

1. Great toys don't need to be electronic. They **spoil** the creativity of a child.
2. Let the child make the **voice** of the doll or action figure.
3. Let the child animate the car and make its motor **noise**.
4. Who **enjoys** hearing the same sounds again and again?
5. **Avoid** that battery operated stuff!

A. Spell the Word.

4

- |              |             |              |                 |
|--------------|-------------|--------------|-----------------|
| 1. coins     | 2. toilet   | 3. soil      | 4. turquoise    |
| 5. corduroy  | 6. moisture | 7. trapezoid | 8. employee     |
| 9. soy sauce | 10. oyster  | 11. decoy    | 12. choice      |
| 13. royalty  | 14. coypu   | 15. voice    | 16. boysenberry |
| 17. voyage   | 18. buoy    | 19. Sequoia  | 20. humanoid    |
| 21. joyful   | 22. noisy   | 23. loyal    | 24. void        |
| 25. annoyed  | 26. coiled  | 27. boiled   | 28. spoiled     |
| 29. point    | 30. boycott | 31. poison   | 32. enjoy       |
| 33. join     | 34. toil    | 35. destroy  | 36. boil        |
| 37. oink     | 38. hoist   | 39. avoid    | 40. disappoint  |

B. Complete the Word.

5

- |                |               |              |             |
|----------------|---------------|--------------|-------------|
| 1. broiler     | 2. voiceless  | 3. exploit   | joint       |
| 5. deployment  | 6. employment | 7. enjoyment | ointment    |
| 9. moisturizer | 10. pinpoint  | 11. rejoice  | unavoidable |
| 13. rheumatoid | 14. thyroid   | 15. paranoid | android     |

C. Complete the Paragraph.

5

Why is this little **boy** so **noisy**? He's shouting and **annoying** everyone with his high-pitched, loud **voice**. His parents are **avoiding** him. Why don't they make him stop? What is the **point** of his **boisterous** behavior? He's so **spoiled**. He is a royal pain!

D-1. Sound Exchange. /ɔɪ/ mid to final word

6

- |         |   |     |
|---------|---|-----|
| 1. boil | ➔ | boy |
| 2. coil | ➔ | coy |
| 3. toil | ➔ | toy |
| 4. soil | ➔ | soy |
| 5. join | ➔ | joy |

D-2. Exchange the sound /oʊ/ as in home to /ɔɪ/ as in toys.

7

- |          |   |       |
|----------|---|-------|
| 6. toes  | ➔ | toys  |
| 7. nose  | ➔ | noise |
| 8. bows  | ➔ | boys  |
| 9. cone  | ➔ | coin  |
| 10. foal | ➔ | foil  |


**D-3. Sound Exchange.** /ɔ / to /ɔɪ/ ..... 7

- |          |   |      |
|----------|---|------|
| 11. all  | ➔ | oil  |
| 12. ball | ➔ | boil |
| 13. call | ➔ | coil |
| 14. fall | ➔ | foil |
| 15. tall | ➔ | toil |

**E. Writing.** Write a short descriptions. (Answers will vary.) ..... 8

**Test Yourself** (post) ..... 9

**A. Identify the Sound.** (7)

To make **boysenberry** jam, pick some **choice**, ripe fruit with a dark maroon color. At home, wash the berries and put them in a pot with sugar and lemon juice. Cook the mixture and **boil** it to the **point** that it begins to thicken. **Avoid** burning the mixture because it will **spoil** the taste. Allow the mixture to cool and then pour it into clean jars. Place the jars on a shelf until you are ready to open and **enjoy** your jam.

**D. Find and Correct.** (5)

- |                 |   |
|-----------------|---|
| 1. ✓ childhood  | A boy often wants a dog as his loyal companion.                             |
| 2. ✗ toilet     | However, he must teach the dog to use outdoor areas for his <b>toylet</b> . |
| 3. ✗ destroying | He should keep the dog from <b>destroing</b> furniture or rugs.             |
| 4. ✗ voice      | While training, he should speak to his dog with a calm, sure <b>voyce</b> . |
| 5. ✗ enjoyable  | With time and patience, he will have an <b>enjoiable</b> pet.               |

**C. Complete the Word.** (8)

The Coypu (Coipu in Spanish) is also known as "the river rat" in South America. In North America and Asia it is known as "nutria". Coypus live in **moist** areas near fresh water and **enjoy** a plant-based diet. Because coypus are usually large, 4–9 kg (8.8–19.8 lb), they can rapidly **destroy** an area by eating all the plant life alongside a river. Coypus **employ** their claws to dig into the **soil** of riverbanks, causing the banks to fall. Their **exploits** have caused farmers to consider them **annoying** pests. Some ranchers, have successfully raised them and sold them their fur. However, a few countries, such as New Zealand, prohibit bringing them into their territory. They want to **avoid** the destruction of their ecosystems.

**Resources**
**Photos** (pages 5-9)

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**Illustrations**

Chelsea Martinez. "bee", "Annoying Boy", "flash", "Poisonous Mushrooms", "toys". Illustrations. 24 Sep 2015.

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**International Phonetic Alphabet** (keyboard) <http://westonruter.github.io/ipa-chart/keyboard/>