# Lesson 6

/ɪ/ as in pig

## Contents

- **Pre Test** for /ɪ/ spellings  
  A. Distinguish the /ɪ/ sound.  
  B. Identify the /ɪ/ sound.  
  C. Find the misspelling.  
  D. Complete the word.  

- **Common Spellings** for /ɪ/  
  A. Spell the word.  
  B. Complete the word.  
  C. Complete the sentence.  
  D. Find the errors.  

- **Pronunciation Variations**—ci, gi, il and ir  
  E. Spell the word.  
  F. Complete the word.  
  G. Find words with the /ɪ/ sound.  

- **Word Forms** for /ɪ/  
  H. Add the suffix -s, -ed, -ing.  
  I. Complete the paragraph with suffixes -s, -ed, -ing.  
  J. Add prefixes in-, im-, inter-  
  K. Add suffixes -ition, -ision  

- **Writing**  
  L. Write a short description.  

- **Post Test** for /ɪ/ spellings  

- **List of Words** with the /ɪ/ sound  

- **Answer Key**  

- **Image Credits**
Lesson 6

/ɪ/ as in pig

Pre Test

A. Distinguish the /ɪ/ sound from similar sounds (3pts.)  [Instructor reads word pairs.]

Other minimal-pair words are:

<table>
<thead>
<tr>
<th>/ɪ/</th>
<th>/ɪ/</th>
<th>/ɛ/</th>
<th>/ʌ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>bit</td>
<td>beet</td>
<td>bet</td>
<td>bit</td>
</tr>
<tr>
<td>mitt</td>
<td>meet</td>
<td>desk</td>
<td>nut</td>
</tr>
<tr>
<td>sick</td>
<td>seek</td>
<td>wet</td>
<td>big</td>
</tr>
<tr>
<td>tin</td>
<td>teen</td>
<td>check</td>
<td>bug</td>
</tr>
<tr>
<td>wit</td>
<td>wheat</td>
<td>met</td>
<td>pin</td>
</tr>
<tr>
<td>chick</td>
<td>check</td>
<td>send</td>
<td>Dick</td>
</tr>
<tr>
<td>litter</td>
<td>liter</td>
<td>better</td>
<td>dud</td>
</tr>
</tbody>
</table>

B. Identify the sound. Circle the word with the /ɪ/ sound. (11 pts)  [Instructor reads words.]
Lesson 6

/ɪ/ as in pig

C. Find the misspelled words. Mark ✔ if correct. Mark ✗ if incorrect and write the correct spelling on the blank. (6pts)

1. __________ Ninety per cent of all new businesses fail each year.
2. __________ It is difficult to guess which ones will do well.
3. __________ Most have poor management and direction.
4. __________ They select office buildings that are not centrally located.
5. __________ Or they choose sites with too little parking for customers.
6. __________ Paying too little attention to customers is a bad decision.

D. Complete the words in the sentences with the correct spellings for the /ɪ/ sound. (10pts.)

1. Two w__men started a bic__cle shop in Oakland.
2. They named it Spinsters, wh__ch is a play on words.
3. They were pr__tty b__sy getting it started.
4. In the beg__ning, they tried to do too much too qu__ckly.
5. They wanted to sell bikes and also offer biking tr__ps
6. Quite s__mply, they couldn’t do it all.
7. Now, they are just selling bikes and have b__n doing very well.

Score_________/30

To continue the student should achieve 27/30 (90%) or better.
Lesson 6

/i/ as in pig

Common spellings:

6.1  \( i \)

\[
\begin{array}{llll}
\text{is} & \text{his} & \text{this} & \text{with} \\
\text{rib} & \text{lip} & \text{tip} & \text{chip} \\
\text{pick} & \text{sick} & \text{thick} & \text{quick} \\
\text{will} & \text{still} & \text{pill} & \text{grill} \\
\text{dish} & \text{fish} & \text{wish} & \text{rich} \\
\text{think} & \text{drink} & \text{pink} & \text{sink} \\
\text{did} & \text{kid} & \text{lid} & \text{hid} \\
\text{thing} & \text{sting} & \text{ring} & \text{sing} \\
\text{kiss} & \text{miss} & \text{cit-y} & \text{chil-dren} \\
\text{lift} & \text{live}^1 & \text{give}^1 & \text{wind}^2 \\
\text{din-ner} & \text{min-ute} & \text{win-ter} & \text{sim-ple} \\
\end{array}
\]

\( i \) occurs before one or more consonants (\( CiC \)) in a syllable. \( C=\text{consonant} \)

\( ^1 \) the final \( e \) in give belongs to the final \( ve \) spelling rather than an \( iCe \) pattern /\( at/\).

\( ^2 \) The wind blows. \textbf{wind} (n.) /\textit{wind}/
\( \text{He winds his watch. wind (v.) /}\textit{w\text{\textipa{a}nd}/}. \)

6.2  \( y \)

\[
\begin{array}{llll}
\text{gym} & \text{myth} & \text{mys-ter-y} \\
\text{sys-tem} & \text{sym-bol} & \text{bi-cy-cle}^3 \\
\text{syl-la-ble} & \text{typ-i-cal} & \text{phys-i-cal} \\
\end{array}
\]

\( y \) mostly pronounced as /\( ı/\) occurs between two consonants in a syllable.

\( ^3 \) \( y \) is pronounced /\( ı/\) in \textit{bicycle} but /\( \text{\textipa{a}t}/\)
in \textit{cycle} and \textit{motorcycle}.

6.3 Uncommon Spellings

\[
\begin{array}{llll}
\text{bus-y} & \text{bus-i-ness} & \text{build} & \text{built} \\
\text{build-ing} & \text{been} & \text{pret-ty} \\
\text{wo-men} & \text{Eng-land} & \text{Eng-lish} \\
\end{array}
\]
A. Spell the word with the /ɪ/ sound.

1. ch__ldren
2. __nfant
3. k__d
4. w__tch
5. sc__ssors
6. cl__ppers
7. _nk
8. refr__gerator
9. safety p__ns
10. shr__mp
11. b__lding
12. l__zards
13. s__x
14. k__ss
15. l__pst__ck
16. dr__nks
17. l__ttle
18. c__ty
19. k__ng
20. f__ngers
Lesson 6

/1/ as in pig

A. Spell the word. (continued)

21. n__ckel
22. d__sc
23. st__ck
24. v__deo

25 w__nd
26 c__garette
27. p__nk
28. d__gital

29. s__nk
30. w_ndow s__ll
31. k__ller
32. wr__st

23. s__t up
34. sw__m
35. st__nk
36. l__ft

37. r__ng bell
38. w__nk
39. l__sten
40. th__nk
Lesson 6

/ɪ/ as in pig

B. Complete the words with the correct spelling for the /ɪ/ sound.

1. w__ll  2. m__dle  3. v__llage  4. d__fficu_l__t
5. s__mpathy  6. _m_i_tate  7. _mage  8. v__sion
9. b__lding  10. _nstant  11. ass__st  12. w__men
13. pr__tty  14. mus__cian  15. for_g__ve  16. rh__thm
17. _ndividual  18. English  19. m__stery  20. s__nonym
21. s__tuation  22. b__n  23. c__tizen  24. transm__t

C. Complete the words in the sentences with the correct spellings for the /ɪ/ sound.

1. Next spr__ng, Jill will start school in San Franc__sco.
2. She w__ll study __nternational b__siness.
3. She has never l__ved _n the c__ty before.
4. She __ntends to commute by bic__cle to class.
5. She hopes to f__nish her studies by the following w__nter.
6. Jill’s s__ster is going to go b__sy studying mus__c nearby.
7. She plays two __nstruments—the viol__n and the cello.
8. She is also a g__fted (talented) opera s__nger.
9. She w__shes to __mprove her sk__lls and study in _ntaly next year.
10. She knows that she has a lot of compet__tion.

D. Find the misspelled words with the /ɪ/ sound. Underline them. (6)

Nowadays, a lot of musicians are choosing to play electronic instruments. Still, there are traditional musicians who enjoy playing acoustic instruments. An acoustic guitar has six strings and a hollow body. A classical guitar may have additional strings—seven, eight, nine, ten, eleven and even thirteen strings! The first gitars were made in the sixteen hundreds (1600s) in Spain. A smaller cousin, the ukulele with four strings, came to Hawaii in the 1700s probably with the Portuguese emigrants, who were working in the sugar cane fields. Because the guitar is so portable and makes such a beautiful sound, it has increased in popularity though the years.
Lesson 6

/ɪ/ as in pig

Pronunciation Variations

6.4  **C before ɪ or y**

<table>
<thead>
<tr>
<th>cɪv-ic</th>
<th>cɪv-ɪl</th>
<th>cɪt-i-zen</th>
<th>cɪg-ar</th>
</tr>
</thead>
</table>

C before ɪ or y is pronounced /s/.

<table>
<thead>
<tr>
<th>cɪst</th>
<th>cɪl-i-n-dɛr</th>
<th>cʏn-i-cal</th>
</tr>
</thead>
</table>

6.5  **G before ɪ or y**

<table>
<thead>
<tr>
<th>gɪn</th>
<th>gɪn-ɡer</th>
<th>eŋ-ɡɪne</th>
<th>fra-ɡɪlɛ₁</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɡɪpsy</td>
<td>ɡɪm-na-sɪ-um</td>
<td>ɡɪɨ-tar²</td>
<td></td>
</tr>
</tbody>
</table>

G is pronounced /dʒ/.

1 Br-Eng /frɛdʒɪl/ US-Eng /frɛdʒæl/

2 u belongs to the gu spelling, pronounced /ɡ/ "hard g"

6.6  **ɪ before l or ll**

<table>
<thead>
<tr>
<th>fɪlm</th>
<th>mɪlk</th>
<th>tɪlt</th>
<th>un-tɪl</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɪl</td>
<td>bɪl</td>
<td>چɪl</td>
<td>fɪl</td>
</tr>
</tbody>
</table>

"back l" before ɪ varies in pronunciation:

<table>
<thead>
<tr>
<th>mɪlk</th>
<th>mɛlk</th>
<th>mɪlk</th>
<th>wɪll</th>
</tr>
</thead>
<tbody>
<tr>
<td>wɛł</td>
<td>wɪɮ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.7  **ɪ or y before r**

<table>
<thead>
<tr>
<th>spɪr-ɪt</th>
<th>mɪr-ˈrɔr</th>
<th>ɪr-ri-ˈtæt</th>
</tr>
</thead>
<tbody>
<tr>
<td>sʏr-ʌp</td>
<td>lʏr-ɪc</td>
<td>pyr-ˈɑmɪd</td>
</tr>
</tbody>
</table>

Varies in pronunciation from /ɪr/ to /ɨr/.

But the words girl /ɡɜrl/, birth /bɜːθ/ swirl /swɜːrl/ third /θɜːrd/ are pronounced /ɜːr/.

3.13  **er/ eer/ ear/ ere/ ier**

<table>
<thead>
<tr>
<th>zɛr-ɔ</th>
<th>pɛr-ɪ-ɔd</th>
<th>wɛrd</th>
<th>tʰɛ-ɔ-ry</th>
</tr>
</thead>
<tbody>
<tr>
<td>bɛr</td>
<td>dɛr</td>
<td>ʃɛr</td>
<td>ɛn-ɡi-neer</td>
</tr>
<tr>
<td>eər</td>
<td>hɛər</td>
<td>dɛr</td>
<td>fɛr</td>
</tr>
<tr>
<td>hɛrɛ</td>
<td>sɛp-ɜr</td>
<td>saɪn-ɛr</td>
<td></td>
</tr>
<tr>
<td>pɛər</td>
<td>kɑʃ-ɪɛr</td>
<td>fref-tɪɛr</td>
<td>tɪɛr</td>
</tr>
</tbody>
</table>

E, ee, ea, iɛ, before r varies in pronunciation from /ɪr/ to /ɨr/to /ɪ ər/.

The spellings eer, ear, ier, and ere (silent e) occur at the end of a word.

But these ier words are pronounced differently: pacifier /ˈpæsɛər ər/ fancier /ˈfɑːnsɪər/.
Lesson 6

/ɪ/ as in pig

E. Spell the word. Write the correct spelling for the word with the /ɪ/ sound

1. c__gar
2. bic__cle
3. eng__ne
4. Eg__ptian
5. ___r
6. p__ramid
7. m__lk
8. sp__ll
9. f__lm
10. c__linder
11. m__rror
12. g__nger

F. Complete the word. Use the correct spelling for the /ɪ/ sound in these words.

1. l__ric
2. s__rup
3. unt__l
4. g__mnasium
5. c__tizen
6. ch__ll
7. sp__rit
8. eng__neer

G. Find words with the sound. Find the words with the sound of /ɪ/ sound.

The P__ramids of Giza stand on the bank of the Nile R__ver outside of Cairo, Eg__pt. Thousands of peasants and farmers labored many years to b__ld these amazing feats of engin__ring. They continued their work through rainy p__riods when the floodwaters of the Nile covered their fields and made farming impossible. They worked unt__l the pyramids were completed and sealed off. They expected sp__rits in the "afterlife" to protect their kings. However, later, theives broke into most of the int__riors of tombs and stole their treasures.

peasants (n.) uneducated, poor laborers; feats (n.) achievements; tomb (n.) burial place; seal (v.) close up
Lesson 6

/ɪ/ as in pig

Word Forms

H. Add the suffixes. When a verb ends in iC such as p, b, d, g, t, n, m, the consonant is doubled before the suffixes –ed and –ing. (C=consonant)

<table>
<thead>
<tr>
<th></th>
<th>C-s</th>
<th>CC-ed</th>
<th>CC-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tip</td>
<td>tips</td>
<td>tipped</td>
<td>tipping</td>
</tr>
<tr>
<td>2. fib</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>3. kid</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>4. dig</td>
<td>______</td>
<td>* ______</td>
<td>______</td>
</tr>
<tr>
<td>5. sit</td>
<td>______</td>
<td>* ______</td>
<td>______</td>
</tr>
<tr>
<td>6. spin</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

*irregular past forms dig/dug and sit/sat; fib (v.) – tell a lie

Add the suffixes. In verbs ending in ss, sh, z, dge, x, or ch, the 3rd person plural adds –es.

<table>
<thead>
<tr>
<th></th>
<th>C(C)-es</th>
<th>C(C)-ed</th>
<th>C(C)-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wish</td>
<td>wishes</td>
<td>wished</td>
<td>wishing</td>
</tr>
<tr>
<td>2. kiss</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>3. pinch</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>4. fizz</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>5. mix</td>
<td>______</td>
<td>* ______</td>
<td>______</td>
</tr>
</tbody>
</table>

I. Complete the paragraph with suffixes -s/-es, -ed, or -ing. (11)

Jack wish___ to make a tall sand castle. Jack is dig___ in the sand, dip___ a bucket in the water and mix___ it together with sand. He forms the towers and walls by drip___ the mixture on top of the pile of sand. His sister is give___ him some help by fill___ buckets with sand.

Because the waves are high today, he is build___ his castle quickly. Sometimes a castle sit___ untouched for hours, but other times, a wave spill___ over the walls and washes the "work of art" away. Jack enjoys watching his castle as the sand slip___ back into the sea.
Lesson 6

/1/ as in pig

Prefixes— in- / im- / inter-

<table>
<thead>
<tr>
<th>install</th>
<th>input</th>
<th>income</th>
</tr>
</thead>
<tbody>
<tr>
<td>import</td>
<td>immigrate</td>
<td>impose</td>
</tr>
<tr>
<td>indirect</td>
<td>insecure</td>
<td>inexpensive</td>
</tr>
<tr>
<td>imperfect</td>
<td>impolite</td>
<td>immature</td>
</tr>
<tr>
<td>include</td>
<td>influence</td>
<td>inflame</td>
</tr>
<tr>
<td>improve</td>
<td>import</td>
<td>impress</td>
</tr>
<tr>
<td>interest</td>
<td>interpret</td>
<td>intermediate</td>
</tr>
</tbody>
</table>

The prefixes **in-** /in/ and **im-** /im/ are pronounced /1/.

**im**- is a variant form of **in**- and occurs before **m, p or b**.

1. **in-**, **en-**, **im-** "in", "into", "towards", "within" or "on".
2. **in-**, **un-** "not".
3. **in-**, **en-**, **em-** forms a verb "cause something act" "turn something toward" (impetus)
4. **inter-** "between", "among", "reciprocally"

J. Prefixes—**in-**, **im-** or **inter-**. Add **in-** or **im-**. See Word List on page 13 for help.

1. ___doors 2. ___sert
5. ___bibe (drink) 6. ___pregnate
9. ___capable 10. ___organic
13. ___personal 14. ___balance
17. ___act 18. ___sist
21. ___part 22. ___plant
25. ___terchange 26. ___terjection
3. ___still 4. ___vest
7. ___merse 8. ___bue
11. ___sensitive 12. ___sufficient
15. ___moral 16. ___mune
19. ___sult 20. ___struct
23. ___pel 24. ___ply
27. ___ertrupt 28. ___terview

Suffixes — **-tion** /-iʃən/, **-ision** /-izən/ and **-ission** /-iʃən/ include **i** in a stressed syllable.

These suffixes mark noun word forms, but there is no rule for using one or the other suffix. Word origin, English or French, has more to do with the spelling.

K. Add suffixes — **-tion**, **-sion** or **-ssion**.

1. posi____ 2. competi____ 3. transi____ 4. repeti____
5. colli____ 6. audi____ 7. commi____ 8. condi____
9. provi____ 10. ammuni____ 11. defini____ 12. divi____
13. permii____ 14. preci____ 15. transmi____ 16. nutri____
Lesson 6

/ɪ/ as in pig

L. Writing. Write a short story about a picture. Tell what is happening, for example, who, what, where, why, when and maybe how. Underline words with the /ɪ/ sound.

"Kitchen Chat"

"Weightlifting"

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________
Lesson 6

/ɪ/ as in pig

Post Test

A. Identify words with the /ɪ/ sound in a stressed syllable. Underline them. (13pts.)

Hip-hop is a dance style that started in the late eighties. It began on the sidewalks and streets of the inner city neighborhoods. The dancers were a mixture of street performer and gymnast. They would spin on the ground on their backs and on their heads and do flips in the air. The music was mostly rhythm. Musicians and artists of this kind quickly rose in popularity.

Find the misspelled words. Mark ✔ if correct. Mark ✗ if incorrect and write the correct spelling on the blank. (5pts)

1. _______ Jay hurt his right wrist, so he has to limit his activity.
2. _______ He needs to use his left hand to lift and do most things.
3. _______ It is especially hard for him to do spins on the dance floor now.
4. _______ So he is busy doing other other activities that do not require his right hand.
5. _______ He doesn't like asking other people for help, but he should not feel guilty about it.

C. Complete the paragraph. Complete the words with the correct spelling for the /ɪ/ sound. (12 pts.)

New parking meters have b__n ___nstalled in downtown San Francisco. The city planners hope the new s__stem will __mprove the parking s__tuation. The new meters transm__t information to a phone app, wh__ch a driver can check to find an open space. However, most drivers are reporting that the space is already f__lled when they arrive there. As a result, a new b__siness started up. It is offering to hold the space for a "small fee" unt__l the driver arrives. However, the city objects to this serv__ce because it could start selling parking spaces to drivers for tr__ple the cost!

Score ______/30

To continue the student should achieve 27/30 (90%) or better.
Lesson 6

/1/ as in pig

6.1 /i/ before one or more consonants in a stressed syllable

<table>
<thead>
<tr>
<th>activity</th>
<th>definition</th>
<th>hint</th>
<th>input</th>
<th>midget</th>
</tr>
</thead>
<tbody>
<tr>
<td>addiction</td>
<td>Dick</td>
<td>hip</td>
<td>insecure</td>
<td>milk</td>
</tr>
<tr>
<td>addition</td>
<td>did</td>
<td>his</td>
<td>insert</td>
<td>milk</td>
</tr>
<tr>
<td>admission</td>
<td>different</td>
<td>history</td>
<td>insist</td>
<td>million</td>
</tr>
<tr>
<td>admit</td>
<td>difficult</td>
<td>hit</td>
<td>install</td>
<td>mince</td>
</tr>
<tr>
<td>ammunition</td>
<td>dig</td>
<td>if</td>
<td>instant</td>
<td>mint</td>
</tr>
<tr>
<td>artistic</td>
<td>dim</td>
<td>ill</td>
<td>instantly</td>
<td>minute</td>
</tr>
<tr>
<td>assistance</td>
<td>dinner</td>
<td>illiterate</td>
<td>instill</td>
<td>mirror</td>
</tr>
<tr>
<td>audition</td>
<td>dip</td>
<td>image</td>
<td>insult</td>
<td>mission</td>
</tr>
<tr>
<td>begin</td>
<td>dish</td>
<td>image</td>
<td>intake</td>
<td>mission</td>
</tr>
<tr>
<td>bid</td>
<td>dish</td>
<td>imbalance</td>
<td>imbibe</td>
<td>miss</td>
</tr>
<tr>
<td>big</td>
<td>distance</td>
<td>imbibition</td>
<td>interchange</td>
<td>mist</td>
</tr>
<tr>
<td>bill</td>
<td>distinct</td>
<td>imitate</td>
<td>interest</td>
<td>mitt</td>
</tr>
<tr>
<td>bit</td>
<td>division</td>
<td>immature</td>
<td>interesting</td>
<td>mix</td>
</tr>
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Lesson 6

/1/ as in pig

rib  simple  spirit  this  visit
ribbon  sin  split  thrift  which
rich  since  spring  ticket  wig
ridge  sing  stick  Tim  will
ring  single  stiff  timber  willing
risk  sink  still  tin  wilt
geriver  sister  sting  tip  wind (n.)
script  sit  stitch  tradition  window
service  six  strict  transition  wing
shift  skill  string  transmission  winter
shin  skillet  swim  trick  wish
ship  skin  swing  trim  witch
shrimp  skip  switch  trip  wrist
sick  slim  television  tuition  written
sift  slip  terrific  twin  zinc
silk  slippers  thick  twist  zip
sill  specific  thin  vanilla  zipper
silly  spill  thing  violin
silver  spin  think  vision

6.2 Y
between a consonant in a stressed syllable

bicycle  gym  hypocrite  pyramid  symptom
crystal  gymnasium  mystery  rhythm  synonym
cylinder  gyp  myth  syllable  syrup
cynical  gypsy  mythical  symbol  system
cyst  hymn  physical  sympathy  typical

6.3 Uncommon Spellings

ui  guilt  u  others  pretty
build  guilty  busy  been  women
built  business  England
building  businessman  English
Lesson 6

/1/ as in pig

Answer Key

Pretest

A. Distinguish the /i/ sound. (3)
   ship/sheep, pin/pen, bit/butt

B. Identify the /e/ sound. (10)

C. Find the misspelling. (6)
   1. ✗ businesses Ninety per cent of all new businesses fail each year.
   2. ✗ difficult It is difficult to guess which ones will do well.
   3. ✗ direction Most have poor management and direction.
   4. ✗ buildings They select office buildings that are not centrally located.
   5. ✔ Or they choose sites with too few parking spaces for customers.
   6. ✗ decision Paying too little attention to customers is a bad decision.

D. Complete the sentence. (6)
   1. Two women started a bicycle shop in Oakland.
   2. They named it Spinster's, which is a play on words.
   3. They were pretty busy getting it started.
   4. In the beginning, they tried to do too much too quickly.
   5. They wanted to sell bikes and also offer biking trips.
   6. Quite simply, they couldn't do it all.
   7. Now, they are just selling bikes and have been doing very well.

Common /i/ Spelling Patterns

A. Spell the word. (5)

B. Complete the word. (5)

C. Complete the sentence. (5)
Lesson 6

/1/ as in pig

D. Find the misspellings. .......................................................................................................................... 5

Nowadays, a lot of musicians are choosing to play electronic instruments. Still, there are traditional
musicians who enjoy playing acoustic instruments. An acoustic guitar has six strings and a hollow body. A
classical guitar may have additional strings—seven, eight, nine, ten, eleven and even thirteen strings! The
first guitars were made in the sixteen hundreds (1600s) in Spain. A smaller cousin, the ukulele with four
strengths, came to Hawaii in the 1700s probably with the Portuguese immigrants, who were working in the
sugar cane fields. Because the guitar is so portable and makes such a beautiful sound, it has increased in
popularity though the years.

E. Spell the word. .................................................................................................................................. 7

1. cigar 2. bicycle 3. engine 4. Egyptian
5. ear 6. pyramid 7. milk 8. spill
9. film 10. cylinder 11. mirror 12. ginger

F. Complete the word. .......................................................................................................................... 7

1. lyric 2. syrup 3. until 4. gymnasium
5. citizen 6. chill 7. spirit 8. engineer

G. Find the sound. (5) ............................................................................................................................. 8

The Pyramids of Giza stand on the bank of the Nile River outside of Cairo, Egypt. Thousands of peasants
and farmers labored many years to build these amazing feats of engineering. They continued their work
through rainy periods when the floodwaters of the Nile covered their fields and made farming impossible.
They worked until the pyramids were completed and sealed off. They expected spirits in the "afterlife" to
protect their kings. However, later, thieves broke into most of the interiors of tombs and stole their	

H. Add the suffix. .................................................................................................................................. 8

1. tip tips tipped tipping
2. fib figs fibbed fibbing
3. kid kids kidded kidding
4. dig digs dug digging
5. sit sits *sat sitting
6. spin spins spinned spinning

H. Add the suffix. .................................................................................................................................. 8

1. wish wishes wished wishing
2. kiss kisses kissed kissing
3. pinch pinches pinched pinching
4. fizz fizzes fizzed fizzing
5. mix mixes mixed mixing
6. spin spins spinned spinning

I. Complete the word with the suffix. ......................................................................................................... 9

Jack wishes to make a tall sand castle. Jack is digging in the sand, dipping a bucket in the water and mixing
it together with sand. He forms the towers and walls by dripping the mixture on top of the pile of sand. His	

J. Complete the prefix. ................................................................................................................................ 10

1. indoors 2. insert 3. instill 4. invest
5. incapable 6. impregnate 7. immerse 8. imbue
9. inorganic 10. insensitive 11. insistent 12. insufficient
13. impersonal 14. imbalance 15. immoral 16. immune
17. inact 18. insist 19. insult 20. instruct
21. impart 22. implant 23. impel 24. imply
25. interchange 26. interjection 27. interrupt 28. interview
Lesson 6

/ɪ/ as in pig

K. Complete the prefix. ................................................................. 10
1. position 2. competition 3. transition 4. repetition
5. collision 6. audition 7. commission 8. condition
9. provision 10. ammunition 11. definition 12. division
13. permission 14. precision 15. transmission 16. nutrition

L. Writing. Write a short story about the picture. (Answers will vary.) ............................................................................. 11

1. Sunbathers are trying to find a place to sit on a very crowded beach.….(Answers will vary.)
2. A seagull who is perhaps looking for food has found a cigarette butt instead...

Post Test .................................................................................................................. 12

A Identify the words with the /ɪ/ sound. (13)

Hip-hop is a dance style that started in the late eighties. It began on the sidewalks and streets of the inner city neighborhoods. The dancers were a mixture of street performer and gymnast. They would spin on the ground on their backs and on their heads and do flips in the air. The music was mostly rhythm. Musicians and artists of this kind quickly rose in popularity.

B Find the misspellings. (5)

1. ✗ activity  Jay hurt his right wrist, so he has to limit his activity.
2. ✗ things  He needs to use his left hand to lift and do most things.
3. ✔ busy  So he is busy doing other activities that do not require his right hand.
4. ✗ guilty  He doesn't like asking other people for help, but he should not feel guilty about it.

C Complete the paragraph. (12)

New parking meters have been installed in downtown San Francisco. The city planners hope the new system will improve the parking situation. The new meters transmit information to a phone app, which a driver can check to find an open space. However, most drivers are reporting that the space is already filled when they arrive there. As a result, a new business started up. It is offering to hold the space for a "small fee" until the driver arrives. However, the city objects to this service because it could start selling parking spaces to drivers for triple the cost!

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