Lesson 6

/ɪ/ as in pig

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Test Yourself (pre)
What do you already know about spelling words with the /ɪ/ sound? Do this self-check.

A. Hear the Sound. Which picture in each pair has the keyword sound /ɪ/. Circle it. (3pts.)
Ask a native speaker to read the word pairs or use dictionary.com with audio for words.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>🚤</td>
<td>🐐</td>
</tr>
<tr>
<td>ship</td>
<td>sheep</td>
</tr>
<tr>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>⬤</td>
<td>⬤</td>
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<tr>
<td>⬤</td>
<td>⬤</td>
</tr>
</tbody>
</table>

Other minimal-pair words are:

<table>
<thead>
<tr>
<th>/ɪ/</th>
<th>/i/</th>
<th>/ɛ/</th>
<th>/ʌ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>bit</td>
<td>beet</td>
<td>bet</td>
<td>but</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>cheek</td>
<td>send</td>
<td>punt</td>
</tr>
<tr>
<td>litter</td>
<td>liter</td>
<td>bitter</td>
<td>dud</td>
</tr>
</tbody>
</table>

B. Identify the Sound. Circle only the words with the keyword sound /ɪ/. (11 pts)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>🎫</td>
<td>🌧️</td>
<td>🐤</td>
<td>✓</td>
<td>🎸</td>
<td>9</td>
</tr>
<tr>
<td>ticket</td>
<td>wet</td>
<td>chick</td>
<td>check</td>
<td>guitar</td>
<td>nine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🦖</td>
<td>🐟</td>
<td>📦</td>
<td>🧛</td>
<td>🥜</td>
<td></td>
</tr>
<tr>
<td>dinosaur</td>
<td>fish</td>
<td>printer</td>
<td>child</td>
<td>nut</td>
<td>baggage</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🍕</td>
<td>🕉</td>
<td>☼</td>
<td>🎥</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pizza</td>
<td>pill</td>
<td>wing</td>
<td>friends</td>
<td>sheet</td>
<td>film</td>
</tr>
</tbody>
</table>
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C. Find and Correct. Mark ✓ if all the words in the sentence are correct. Mark X if one is 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 Word. Use the correct spelling 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__nning, 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 A score > 90% (27/30) is good, < 90% needs work.

Use the Word List at the end of this lesson to mark or collect difficult-to-spell words.
Common Spelling Patterns:

6.1  **iC  CiC**

<table>
<thead>
<tr>
<th>iC</th>
<th>CiC</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>his</td>
</tr>
<tr>
<td>rib</td>
<td>lip</td>
</tr>
<tr>
<td>pick</td>
<td>sick</td>
</tr>
<tr>
<td>will</td>
<td>still</td>
</tr>
<tr>
<td>dish</td>
<td>fish</td>
</tr>
<tr>
<td>think</td>
<td>drink</td>
</tr>
<tr>
<td>did</td>
<td>kid</td>
</tr>
<tr>
<td>thing</td>
<td>sting</td>
</tr>
<tr>
<td>kiss</td>
<td>miss</td>
</tr>
<tr>
<td>chil·dren</td>
<td>din·ner</td>
</tr>
<tr>
<td>fin·ish</td>
<td>min·ute</td>
</tr>
</tbody>
</table>

i /ɪ/ occurs before a consonant or between two consonants in a stressed syllable.

But not in the **ind** in mind, find, kind, or **ild** in child, mild, wild, or **ign/igh** in sign, sigh, sigh; see /ai/ pie (5.5).

1 wind (n.) /ʊ/ – wind (v.) /aɪ/

6.2  **CyC**

<table>
<thead>
<tr>
<th>CyC</th>
</tr>
</thead>
<tbody>
<tr>
<td>gym</td>
</tr>
<tr>
<td>sys·tem</td>
</tr>
<tr>
<td>syl·lab·le</td>
</tr>
</tbody>
</table>

y /ɪ/ occurs between two consonants in a stressed syllable.

2 y in **bi·cy·cle** is pronounced /v/ as in pig but y in **cy·cle** and **mo·tor·cy·cle** is pronounced /aɪ/ as in pie.

6.3 **Others**

<table>
<thead>
<tr>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus·i·ness</td>
</tr>
<tr>
<td>bus·y</td>
</tr>
<tr>
<td>build·ing</td>
</tr>
<tr>
<td>cui·sine</td>
</tr>
<tr>
<td>pre·ty</td>
</tr>
<tr>
<td>for·give</td>
</tr>
<tr>
<td>give</td>
</tr>
<tr>
<td>live</td>
</tr>
<tr>
<td>prince</td>
</tr>
<tr>
<td>wo·men</td>
</tr>
<tr>
<td>Eng·land</td>
</tr>
<tr>
<td>Eng·lish</td>
</tr>
<tr>
<td>been</td>
</tr>
</tbody>
</table>

3 build (bildan M.E., byldan O.E.)
4 cuisine /kwɪˈzɪn/ 
5 orange /ˈɔr ɪndʒər/ /ˈɔrændʒ/ ge /dʒi/ 
6 final v spelling is ve /v/ give, live; final **ee** is /s/ prince. (Silent e affects the consonant not the vowel pronunciation.)
7 woman (wom·en· wim·man M.E., wif·man O.E.)
8 been /bin/ Am. Eng. but /bɪn/ Br. Eng.

Also see **iCe** in five /ai/ pie (5.2).
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A. Spell the Word. Fill in the spelling i or y for the sound /ɪ/.

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
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/ɪ/ as in pig

A. Spell the Word. (continued)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. n__ckel</td>
<td>22. d__sc</td>
<td>23. st__ck</td>
<td>24. v__deo</td>
</tr>
<tr>
<td>25. w__nd</td>
<td>26. c__igarette</td>
<td>27. p__nk</td>
<td>28. d__gital</td>
</tr>
<tr>
<td>29. s__nk</td>
<td>30. w__ndow s__ll</td>
<td>31. k__ller</td>
<td>32. wr__st</td>
</tr>
<tr>
<td>33. s__t up</td>
<td>34. sw__m</td>
<td>35. st__nk</td>
<td>36. l__ft</td>
</tr>
<tr>
<td>37. r__ng bell</td>
<td>38. w__nk</td>
<td>39. l__sten</td>
<td>40. th__nk</td>
</tr>
</tbody>
</table>
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B. Complete the Words. Fill in the spelling i or y for the /ɪ/ sound.

1. w__ll  
2. m__dle  
3. v__llage  
4. d__fficult
5. s__mpathy  
6. __mitate  
7. __mage  
8. v__sion
9. b__lding  
10. __nstant  
11. ass__st  
12. w__men
13. pr__tty  
14. mus__cian  
15. forg__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 Sentences. Fill in 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 be 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 __taly next year.
10. She knows that she has a lot of compet__tion.

D. Find and Correct. Underline incorrectly spelled words with the /ɪ/ sound. Write the correct spellings above them. (6)

Nowadays, several 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 strengs, came to Hawaii in the 1700s probably with the Portuguese emmigrants, who were working in the sugar cane fields. Because the guitar is so portable and makes such a beautiful sound, it has encreased in popularity though the years.
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Pronunciation Variations

6.4 ci or cy

cĭv-ic  cĭv-il  cit-i-zen  cig-ar
cyst  cyl-in-der  cyn-i-cal
e before i or y is pronounced /su/.

ci  cĭv-
cy

6.5 gi or gy

gin  gin-ger  en-gine  fra-gile

gyp-sy  gym-na-si-um  gui-tar
g before i or y is pronounced /dʒɪ/.

6.6 il

silk  milk  will  pill
ill  bill  still  fill
film  un-til  mil-lion  wilt
i before "back l" varies in pronunciation:

6.7 ir or yr

spir-it  mirror  ir-rı-tate
syr-up  lyr-ic  pyr-a-mid
i before r varies from /ıɾ/ to /ıɾ/.
But the words girl /ɡɹɛl/, birth /bɜːθ/ swirl /swɜːrl/ third /θɜːrd/ are pronounced /ɜː/.

3.13 er eer ear ere ier

zer-o  per-i-od  weird  the-ı-ry
beer  deer  sheer  en-ı-ner
ear  hear  dear  fear  near
here  sphere  se-vere  sin-cere
pier  cash-ıer  tier  front-ıer
e, ee, ea, ie before r varies in pronunciation from /ıɾ/ to /ıɾ/to /ıɾ/. The spellings ear, ear, ier, and ere (silent e) occur at the end of a word.

Also see ier paci-fıer /pa sır/ with i as in pie and fancıer /f anosır/ with /ı/ as in tea.
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E. Spell the Word. Fill in the correct spelling i or y for the sound /ɪ/.

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. Fill in the correct spelling i or y for the sound /ɪ/.

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. Complete the Paragraph. Fill in the correct spelling i, y, e, ee, or ui for the sound /ɪ/.

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
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Word Forms

H.1 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.</td>
<td>tip</td>
<td>tips</td>
<td>tipped</td>
</tr>
<tr>
<td>2.</td>
<td>fib</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>kid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>dig</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>5.</td>
<td>sit</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>6.</td>
<td>spin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>*give</td>
<td>gives</td>
<td>gave</td>
</tr>
</tbody>
</table>

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

H.2 Add the suffixes. In verbs ending in s, 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.</td>
<td>wish</td>
<td>wishes</td>
<td>wished</td>
</tr>
<tr>
<td>2.</td>
<td>kiss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>pinch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>fizz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>mix</td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

I. Complete the Paragraph. Fill in the 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____ away back into the sea.
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Prefixes in-/ im-/ inter-

in-stall\(^1\)  in-put\(^1\)  in-come\(^1\)
im-port\(^1\)  im-mi-grate\(^1\)  im-pose\(^1\)
in-di-rec-t\(^2\)  in-se-cure\(^2\)  in-ex-pen-sive\(^2\)
im-per-fect  im-po-lite\(^2\)  im-ma-ture\(^2\)
in-clude\(^3\)  in-flu-ence\(^3\)  in-flame\(^3\)
im-prove\(^3\)  im-port\(^3\)  im-press\(^3\)
in-terest\(^4\)  in-ter-pret\(^4\)  in-ter-me-di-ate\(^4\)

The prefixes in-/im/ and im-/im/ keep the /ɪ/ sound whether stressed or unstressed.

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

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

J. Add the Prefix. Fill in in-, im- or inte-r. Add in- or im-. See Word List (p. 13) for help.

1. ___doors  2. ___sert  3. ___still  4. ___vest
5. ___bibe (drink)  6. ___regnate  7. ___merse  8. ___ue
9. ___capable  10. ___organic  11. ___ensitive  12. ___ufficient
13. ___personal  14. ___alance  15. ___oral  16. ___une
17. ___act  18. ___ist  19. ___ult  20. ___struct
21. ___art  22. ___plant  23. ___el  24. ___ply
25. ___terchange  26. ___terjection  27. ___errupt  28. ___erview

Suffixes -ition / -ision / ission

tu-i-tion  ad-di-tion  ex-pe-di-tion
vi-sion  de-ci-sion  tel-e-vi-sion
mis-sion  e-mis-sion  ad-mis-sion

The suffixes -ition /\(\text{ɪ}\)\(\text{n}\)/, -ision /\(\text{ɪ}\)\(\text{s}\)\(\text{n}\)/ and -ission /\(\text{ɪ}\)\(\text{s}\)\(\text{n}\)/ 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_____

Keys to Spelling: Sounds and Syllables  7-Jul-19  Julie Sevastopoulos  CC BY-NC-SA 4.0 International
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L. Writing. Write a short description about one picture. Tell what is happening, for example, who, what, where, why, when and maybe how. Underline words with the /ɪ/ sound.

"Kitchen Mixing"

"Weightlifting"

Write a short description about one picture. Tell what is happening, for example, who, what, where, why, when and maybe how. Underline words with the /ɪ/ sound.
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Test Yourself (post)
Test yourself again to see if you have made progress from when you began this lesson.

A. Find the Sound. Underline the words with the sound /ɪ/ in a stressed syllable. (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 **combination** of street performer, dancer and **gymnast**. They would **spin** on the ground on their backs and on their heads, do **flips** in the air, and then keep on dancing. The music was mostly **rhythm**. These **musicians** and dancers **quickly** became popular.

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. ________ 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 people for help, but he doesn't feel guilty about it.

C. Complete the Paragraph. Fill in the correct spelling for the /ɪ/ sound. (12 pts.)

New parking meters have **b__n installed in downtown San Francisco.** The city planners hope the new **s__stem will improve 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 A score of > 90% is good but < 90% needs work.

Use the word list on the next page to make note of difficult-to-spell words.
## Word List

### 6.1 /ɪ/ before one or more consonants in a stressed syllable

<table>
<thead>
<tr>
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Lesson 6

/ɪ/ as in pig

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6.2 y between a consonant in a stressed syllable

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6.3 Others

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Lesson 6

/ɪ/ as in pig

Answers

Test Yourself (pre)

A. Hear the Sound /ɪ/. (3)
ship/sheep, pin/pen, bit/butt

B. Identify the Sound /ɛ/ sound. (11)

C. Find and Correct. (6)
1. ✗ business 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. (10)
1. Two women started a bicycle shop in Oakland.
2. They named it Spinsters, 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 Spelling Patterns

A. Spell the Word. 4
1. children 2. infant 3. kid 4. witch
5. scissors 6. clippers 7. ink 8. refrigerator
9. pins 10. shrimp 11. building 12. lizards
13. six 14. kiss 15. lipstick 16. drinks
17. little 18. city 19. king 20. fingers
21. nickel 22. disc 23. stick 24. video
25. wind 26. cigarette 27. pink 28. digital
29. sink 30. window sill 31. killer shark 32. wrist
33. sit up 34. swim 35. stink 36. lift
37. ring 38. wink 39. listen 40. think

B. Complete the Word. 5
1. will 2. middle 3. village 4. difficult
5. sympathy 6. imitate 7. image 8. vision
9. building 10. instant 11. assist 12. women
13. pretty 14. musician 15. forgive 16. rhythm
17. individual 18. English 19. mystery 20. synonym
21. situation 22. been 23. citizen 24. transmit

C. Complete the Sentence. 5
1. Next spring, Jill will start school in San Francisco.
2. She will study international business.
3. She has never lived in the city before.
4. She intends to commute by bicycle to class.
5. She hopes to finish her studies by the following winter.
6. Jill's sister is going to be busy studying music nearby.
7. She plays two instruments—the violin and the cello.
Lesson 6

/ɪ/ as in pig

8. She is also a gifted (talented) opera singer.
9. She wishes to improve her skills and study in Italy next year.
10. She knows that she has a lot of competition.

D. Find and Correct. ........................................................................................................................................ 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 sixteenth 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. Complete the Paragraph. .......................................................................................................................... 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 treasures.

H1. 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

H2. Add the Suffix. ......................................................................................................................................... 8

1. wish wishes wished wishing
2. kiss kisses kissed kissing
3. pinch pinches pinched pinching
4. fizz fizzes fizzed fizzling
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 sister is giving him some help by filling buckets with sand. Because the waves are big today, he is building his castle quickly. Sometimes a castle sits untouched for hours, but other times, a wave spills over the walls and washes it away. He enjoys watching as the sand slips away into the sea.

J. Complete the Prefix. ................................................................................................................................... 10

1. indoors 2. insert 3. instill 4. invest
5. imbibes (drink) 6. impregnate 7. immerse 8. imbue
9. incapable 10. inorganic 11. insensitive 12. insufficient
Lesson 6

/ɪ/ as in pig

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

K. Complete the Prefix.  

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

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

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...

Test Yourself (post)

A  Find the Sound /ɪ/. (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 combination of street performer, dancer and gymnast. They would spin on the ground on their backs and on their heads, do flips in the air, and then keep on dancing. The music was mostly rhythm. These musicians and dancers quickly became popular.

B  Find and Correct. (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  
It is especially hard for him to do spins on the dance floor now.
4. ✗ guilty  
So he is busy doing other other activities that do not require his right hand.
5. ✗ guilty  
He doesn't like asking people for help, but he doesn't 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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Online Dictionaries (with audio)

Dictionary:  www. dictionary.com
Longman Dictionary Online:  www.ldoceonline.com
Merriam-Webster:  www.merriam-webster.com