

## Invisible Y in GATs and SATs

The invisible /y/ appears *only* before certain spellings we call Y-ful Spellings. These spellings include the vowel letter *u* except when it is in the patterns *uC#*, *uCC*, *au*, *ou*. Everywhere else, *u* is a Y-ful Spelling. In addition, the spellings *eu* and *ew* are Y-ful Spellings everywhere.

The best rule is to use /y/ whenever you see a Y-ful Spelling. Omitting /y/ when it is required distorts the word, making it difficult to understand, like someone pronouncing *you* as /uw/ instead of /yuw/. One reason **not** to use the invisible /y/ before a Y-ful Spelling is if the preceding consonant is *j*, *r*, or *Cl*, as in *June*, *ruler*, *slew*.

When the Y-ful Spelling is stressed, the invisible /y/ may be used or omitted after the spellings *t*, *d*, *s*, *x*, *l*, or *n*, e.g. *tune*, *due*, *assúme*, *lube*, *new*, *áttitude*.

When the Y-ful Spelling is **unstressed**, the invisible /y/ is required. Common cases of unstressed Y-ful Spellings are *-űal*, *-űre*, *-űe*, e.g. *ánnűal*, *ténűre*, *váűe*.

Study your GAT and SAT lists. Write out at least 8 words that contain Y-ful Spellings. Underline the words that **must** have an invisible /y/, and **circle** those in which the invisible /y/ is **optional**. If you do not find 8 words for the GAT and SAT lists, go to your Focus Text or other sources to complete your count of 8 words in each category.

Practice these items before you record them.

GAT Y-ful Spellings: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SAT Y-ful Spellings: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ☛ **EXERCISE 2.**
- a. Use the context in the following dialogs to identify repetition questions. Then write "RQ" after them.
  - b. Mark the primary stress.
  - c. Read the dialogs aloud with a partner, remembering to use a high-range melody on the repetition questions. T is the teacher, and S is the student.

Situation 1. Going over homework.

T: What is the answer to problem #12?

S: Forty pounds.

T: Forty?

S: I think so. Oh, I guess it's fifty.

T: Right. Fifty. How did you get that?

Situation 2. During a discussion section.

T: Everybody, let's take a look at the book | for an example of a \*regression analysis.

S: Which page?

T: Page 45.

S: Which page?

T: Page 45. It's near the end of Chapter 2.

Situation 3. A computer science class.

T: OK, let's review. Yesterday, we talked about two different types of \*programming loops. Now, what were the two types?

S: \*"Do-loops" and \*"while-loops."

T: Yes, that's right. And which one do we need in Problem #7?

S: Do-loops.

T: Did you say \*do-loops?

S: Yes.

Situation 4. Some students talking.

A: Dana, Jeff, and I are getting together tonight at Ben's to study for the final. Do you want to join us?

B: Maybe. What are you going to cover?

A: We're going to concentrate on the last four chapters of the book.

B: OK, I'll try to make it. Let me write this down. Now, when is it?

A: Tonight. We're probably going to start around 7:30.

B: And where?

A: At Ben's. Do you know where he lives?

B: Ben? Yeah. But I'll need a ride. Who else is going?

A: Dana and Jeff.

B: Great. I'll call them. Thanks.

## Still Other Uses of the Four Word-Stress Rules A Sample

As a standard procedure, we remove the neutral endings from a word – -s, -'s, -ly – then apply the appropriate stress rule to the remainder which is a free-standing word. There are more neutral endings than these three. If you can recognize other neutral endings, then you can apply stress accurately to many more thousands of words. The following will introduce you to other neutral endings.

In order to place stress accurately, you must know that the remainder of a word, after removing the neutral ending, is nearly always a **noun** or **adjective**. Only one of these new neutral ending requires a **verb** as the remainder: *-ment*.

### A. Neutral Endings

The neutral endings share one characteristic: they all begin with a **consonant** letter.

|                          |                                |                          |  |
|--------------------------|--------------------------------|--------------------------|--|
| <i>-ment</i> (verb stem) | <i>enlarge<sub>ment</sub></i>  | <i>-most</i> (noun stem) | <i>left<sub>most</sub></i>                     |
| <i>-ness</i> (adj. stem) | <i>critical<sub>ness</sub></i> | <i>-s</i> (noun/verb)    | <i>animal<sub>s</sub>, decide<sub>s</sub></i>  |
| <i>-like</i> (adj. stem) | <i>snake<sub>like</sub></i>    | <i>-'s</i> (noun stem)   | <i>animal<sub>'s</sub></i>                     |
| <i>-ly</i> (adj. stem)   | <i>principal<sub>ly</sub></i>  | <i>-ship</i> (noun stem) | <i>champion<sub>ship</sub></i>                 |
| <i>-ful</i> (noun stem)  | <i>meaning<sub>ful</sub></i>   | <i>-some</i> (noun stem) | <i>frolic<sub>some</sub></i>                   |
| <i>-hood</i> (noun stem) | <i>bachelor<sub>hood</sub></i> | <i>-th</i> (noun stem)   | <i>million<sub>th</sub></i>                    |
| <i>-less</i> (noun stem) | <i>function<sub>less</sub></i> | <i>-ward</i> (noun/adj)  | <i>awk<sub>ward</sub>, west<sub>ward</sub></i> |
| <i>-man</i> (noun stem)  | <i>enfantry<sub>man</sub></i>  | <i>-wise</i> (noun stem) | <i>other<sub>wise</sub></i>                    |

### B. Key Stress Rule (KSR) Examples

Stress the Key Syllable.

*máns<sub>ion</sub>,like*      *nát<sub>ion</sub>,hood*      *míll<sub>ion</sub>,th*      *chámp<sub>ion</sub>,ship*

### C. Prefix Stress Rule (PSR) Examples

When no part of a prefix is in the left syllable, stress left.  
If you can't stress left, stress the key.

*báchel<sub>or</sub>,hood*      *advént<sub>ure</sub>,some*      *enlárg<sub>e</sub>,ment*      *méan<sub>ing</sub>,ful*

D. V/VC Stress Rule (VSR) Examples

Stress the left syllable when the key is spelled V or VC.  
If you can't stress left, stress the key.

*crítical,ness      análysis,wise      óxygen,less      frólicic,some*

E. Left Stress Rule (LSR) Examples

For words with left rule endings and terminals, stress the left syllable.

*énfantr,y,man      bóomerang,like      díssolute,ness      séparate,ly*

☛ Look through your own GAT and SAT words.

- a. Write down at least eight examples of words with the neutral endings noted in A above. However, **avoid examples that end in -s, -'s, -ly**. If you cannot find at least eight examples in your personal GAT and SAT words or in your Focus Text, return to the list of GAT words on pp. 2-4 of the workbook to complete your eight examples.
- b. After each word, in parentheses, write the stress rule that applies: (KRS), (PSR), (VSR), (LSR).
- c. **Mark the stress of each word.**
- d. Practice saying each word aloud.

|       |       |       |
|-------|-------|-------|
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