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BACHELOR THESIS

**Didactic Perspective on Inter-sonorant Voicing**

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Study subjects: Czech – English

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I hereby declare that this bachelor thesis is completely my own work and that no other sources were used in the preparation of the thesis than those listed on the works cited page.

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## **ABSTRACT**

This thesis aims at a comprehensive analysis of the phenomenon called inter-sonorant voicing which frequently occurs in the speech of Czech learners of English. The theoretical part focuses on a general description and explanation of this problem in the context of the negative interference from learners' mother tongue. The practical part contains a complete list of words prone to inter-sonorant voicing and describes the method of selection of these words. Finally, the results of this analysis were applied in creating teaching materials.

## **KEY WORDS**

inter-sonorant voicing, Czech English, integration, phonemic awareness

## **ANOTACE**

Tato bakalářská práce má za cíl komplexně analyzovat jev nazývaný se mezisonorantní znělost, který se často vyskytuje v mluvě českých studentů angličtiny. Teoretická část se zaměřuje na obecný popis a vysvětlení tohoto problému v kontextu negativního transferu z mateřského jazyka studentů. Praktická část obsahuje kompletní seznam slov, kde se mezisonorantní znělost může vyskytovat a popisuje metodu výběru těchto slov. Nakonec jsou výsledky aplikovány na vytvoření učebních materiálů.

## **KLÍČOVÁ SLOVA**

mezisonorantní znělost, česká angličtina, integrace, fonemické uvědomění

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## INTRODUCTION

Relatively recently, there have been attempts to explore the features of Czech English empirically. One of the key studies called “Tangibility of Foreign Accents in Speech: the Case of Czech English” was published in 2005 by the members of the Institute of Phonetics in Prague. The authors examined Czech English from the point of view of foreign accentedness and their results provided sound basis for further research in this area (Skarnitzl et al.). The following studies aimed at analysing more specific phenomena in the speech of Czech learners of English, such as a lack of durational reduction in unstressed syllables (Volín) or voicing changes (Skarnitzl, Poesová). The objective of the latter research was to investigate and create a typology of voicing changes which Czech speakers of English apply in their pronunciation, one of them being the phenomenon called inter-sonorant voicing (10). This term refers to the widespread tendency of Czech speakers of English to replace the voiceless alveolar fricative /s/ with its voiced counterpart /z/ between two sonorant sounds. For example the word *crisis* /'kraɪsɪs/ is usually mispronounced as [ˈkraɪzɪs]. The findings concerning inter-sonorant voicing were further scrutinized within follow-up studies conducted by two students from the Department of English Language and Literature, Faculty of Education, Charles University in Prague. The first work focused in detail on the role of negative transfer (Feldmanová) and the second related the target feature to the notion of foreign accentedness (Dvořáková).

The present work draws on the previous research and it further develops this area from a different perspective. Mainly, it brings into focus the didactic dimension. Firstly it offers a comprehensive analysis of words prone to inter-sonorant voicing and their subsequent classification according to several criteria. This linguistic analysis was essential for the second phase of the research which consisted in didactic transformation of the target feature into teaching materials.

The theoretical part of the thesis summarizes the current findings on inter-sonorant voicing and describes in depth the grapheme to phoneme correspondences between the letter <s> and its various sound realizations.

The practical part is divided into two subparts. The first one offers the description of words in which inter-sonorant voicing may occur and how these items were selected. Furthermore, it introduces the criteria according to which individual words were

categorized. The second subpart justifies the significance of integrating teaching pronunciation with other areas of language teaching with respect to inter-sonorant voicing and presents the possibilities of raising learners' phonemic awareness about the phenomenon. Finally, two lesson plans aimed at suppressing inter-sonorant voicing in the speech of Czech learners of English are suggested. Teachers who wish to address inter-sonorant voicing in their classes are encouraged to employ the newly established categories of words in their own way.

## THEORETICAL PART

This part introduces a reader into the background of the previous research on inter-sonorant voicing which served as a basis for the present scrutiny of this phenomenon. Furthermore, it describes all grapheme to phoneme correspondences of the letter <s> to show the lack of rules which we can rely on while producing <s> in different segmental contexts and thus to demonstrate that this fact also contributes to the occurrence of inter-sonorant voicing. Finally, it enumerates the pronunciation rules of <s> in Czech loanwords which also seem to impact the frequency of this phenomenon in Czech English.

### 1. PREVIOUS RESEARCH

#### 1.1. Skarnitzl and Poesová's research

The phrase **inter-sonorant voicing** was coined by Skarnitzl and Poesová in their study called “Typology of voicing changes in Czech English” in which they presented their investigation of some principal voicing changes in Czech speakers' English. (10). They hypothesized i.a. that some obstruents placed in between two sonorants would become voiced in Czech English (10), thus inter-sonorant voicing (e.g. *conversation* /*ˌkɒnvə'seɪʃən*/ becomes [*ˌkɒnvə'zɛɪʃən*]; *university* /*ˌjuːnɪ'vɜːsəti*/ becomes [*ˌjuːnɪ'vɜːzəti*]). To be more specific, sonorants include all vowels + consonants /l, m, n, ŋ, r, w, j/ and they are typically voiced whereas obstruents represent consonants which usually appear in pairs of voiced and voiceless sounds, such as /s/ + /z/, /p/ + /b/, /k/ + /g/ etc. (9). It is important to mention that the major emphasis of the study was placed on different voicing changes so inter-sonorant voicing was treated rather marginally. We also have to bear in mind that their study, as well as the subsequent ones, focused only on inter-sonorant voicing of the voiceless obstruent /s/ since this sound is affected most frequently.

Skarnitzl and Poesová analysed recordings of five Czech speakers who were asked to read five texts containing words in which inter-sonorant obstruents were expected to become voiced. They tried to discover some tendencies in the obtained data. First, they scrutinized the nature of the immediate segmental context. Specifically, they distinguished between sonorant consonants and vowels, as well as among individual sonorants. This inspection



did not show any connection between the number of incorrectly produced items and the left or right segmental context. (16).

Secondly, they wanted to find out whether this voicing change might have been caused by the negative transfer from Czech to English. It was revealed that this phenomenon occurs mostly in words that have Czech equivalents or near-equivalents with /z/ pronunciation. (16). For instance, the word *Jerusalem* /dʒə'ru:sələm/ which has the Czech equivalent *Jeruzalém* was mispronounced in two cases by all the speakers and in two other cases by four speakers (this word appeared in the text four times). In contrast, the word *focusing* /'fəʊkəsɪŋ/ which does not have any counterpart in Czech was produced correctly by all the speakers. However, it must be pointed out that their results were limited due to the small amount of such words present in the texts for recording and insufficient number of respondents. (17).

## **1.2. Sabina Feldmanová's research**

The limitations of the previous research were overcome by Sabina Feldmanová who decided to examine the negative influence of the mother tongue more carefully. She enquired all prototypical examples of inter-sonorant voicing by having written a special text which contained twenty words with potential occurrence of inter-sonorant voicing. Besides, half of the items had their Czech equivalents or near-equivalents. Fourteen upper-secondary school students were asked to read this text while being recorded. (16). Her research proved that inter-sonorant voicing is a common phenomenon in Czech English and it showed that the existence of Czech counterparts correlates with higher number of mispronounced words. Additionally, it was revealed that this problem may be influenced by the pronunciation rules of the letter <s> in Czech loanwords. When <s> is positioned between two sonorants in Czech loanwords, they tend to be pronounced as /z/. For instance, the English word *dismiss* may remind English students of the Czech words *dislokace* or *disjunkce* which are pronounced with /z/. Therefore, the word *dismiss* was incorrectly pronounced ten times despite the fact that it has no equivalent in Czech (for a complete set of Czech loanwords pronunciation rules see Chapter 3). (24).

### 1.3. Martina Dvořáková's research

Finally, the phenomenon of inter-sonorant voicing was approached by Martina Dvořáková from the perspective of its effect on foreign accentedness of spoken Czech English. For this purpose she created twenty-seven short phrases, consisting of words with inter-sonorant /s/, partly inspired by Feldmanová's selection of items for her analysis. (20). Four Czech advanced speakers of English were recorded while reading these phrases, at first correctly (with /s/), then they imitated the wrong pronunciation (with /z/). Subsequently, fourteen English native speakers took a perception test which included both types of phrases that were randomly distributed. The listeners marked the degree of foreign accent of each phrase on a seven-point scale. (19). The results showed that the recordings with inter-sonorant mispronunciations were assessed as having a heavier foreign accent. (29). Further scrutiny suggested that the degree of foreign accent increases when the voiceless obstruent /s/ occurs in a syllable carrying a primary word stress or sentence stress. (30). However, the study did not bring evidence that different kinds of sonorants surrounding the voiceless obstruent <s> have any effect on the foreign accent of Czech English. (31).

We have learned that inter-sonorant voicing is likely to occur in the speech of Czech learners of English, its appearance seems to be conditioned by negative transfer from Czech to English and it may be influenced by the pronunciation rules of Czech loanwords. Besides, this phenomenon contributes to the perception of foreign accentedness in the speech of Czech learners. Nonetheless, so far no evidence has been found that the characteristic of individual sonorants adjacent to obstruents has any impact on inter-sonorant voicing. These assumptions served as the basis for the present study which investigates this problem further by creating a stock of words prone to inter-sonorant voicing and subsequently analyses these items in a detailed way. This preparatory phase is considered to be important for designing teaching materials that might help suppress this phenomenon in Czech English.

## 2. GRAPHEME TO PHONEME CORRESPONDENCE; CASE of <s>

Czech learners of English tend to have difficulties with English pronunciation. One of the main reasons is the fact that the relationship between spoken and written English is rather remote in comparison to spoken and written Czech. Nosek claims that standard written Czech is considerably phonological, meaning that there is usually a single sound (phoneme) for every letter (grapheme), e.g. the word “stůl” consists of four letters and its phonemic realization /stu:l/ comprises four sounds. There are exceptions only in foreign words. (7).

In contrast, the correspondence between letters and sounds in English is much more complicated - one grapheme can stand for various phonemes, e.g. the letter <a> can represent six sounds - /æ/ *man*, /ɒ/ *what*, /ɔ:/ *walk*, /ɑ:/ *hard*, /eɪ/ *face*, /e/ *many*. (9). There is also the opposite tendency – a phoneme can be realized as different graphemes, for instance the phoneme /k/ can be materialized as <k> *kiss* /kɪs/, <c> *clean* /kli:n/ or <ck> *lock* /lɒk/. (14). On the whole, there are only 24 letters of Latin alphabet in both English and Czech but English has 44 phonemes (Roach ix-x). Therefore, English developed a system of digraphs, trigraphs and polygraphs representing sounds for which English does not have any graphemes, e.g. <ea> *sea* /si:/, <igh> *fight* /faɪt/, <ough> *through* /θru:/ (Nosek 8, 64-65).

Since inter-sonorant voicing is predominantly related to the grapheme <s>, this part of the thesis focuses exclusively on this grapheme, its variants and their phonemic realizations in different positions and situations. The pronunciation is regularly /s/ as in *sense* /sens/, /z/ as in *rises* /'raɪzɪz/, /ʒ/ occurs less frequently, as in *pleasure* /'pleʒə/. (Wells 665).

At the beginning of a word, the pronunciation is normally /s/ (*set* /set/, *seek* /si:k/, *steal* /sti:əl/). In this position it is never pronounced as /z/. This also applies in compounds, for example *insight* /'ɪnsaɪt/. Yet, at the beginning of certain words, the pronunciation is /ʃ/ – *sure* /ʃɜ:/ and *sugar* /'ʃʊgə/ and their derivatives (e.g. *insurance* /ɪn'ʃʊərəns/, *sugary* /'ʃʊgəri/). (Wells 665).

In the medial positions, we must take into consideration letters surrounding the grapheme <s> from both sides. When <s> is placed between a vowel letter and a consonant letter, it is usually pronounced as /s/ if the following consonant sound is voiceless (*waste* /weɪst/). If the subsequent consonant sound is voiced, the pronunciation is /z/ (*wisdom* /'wɪzdəm/).

However, before silent <t> the pronunciation of <s> is /s/ even though the phoneme /s/ is followed by a voiced sound, as in *listen* /'lɪsən/ (Wells 665).

Where <s> is positioned between two vowel letters, the pronunciation may be either /s/ (*basin* /'beɪsən/, *episode* /'epɪsəʊd/) or /z/ (*poison* /'pɔɪzən/, *easy* /'i:zi/) (Wells 665). Apart from that, Nosek claims that it is always pronounced voicelessly in words of Greek origin even if it is found between two vowels, e.g. *basis* /'beɪsɪs/, *crisis* /'kraɪsɪs/, *philosophy* /fə'ləsəfi/ etc. (49). Otherwise, there is no rule whether to pronounce /s/ or /z/, each word has to be regarded individually.

When <s> appears between a vowel and suffixes *-ion*, *-ual* or *-ure*, the pronunciation is generally /z/, as in *explosion* /ɪk'spləʊʒən/ (silent <i>), *usual* /'ju:ʒuəl/, *pleasure* /'pleɪʒəl/. Where the spelling is <s> between a vowel and suffixes *-ia* or *-ian*, speakers vary, some use /ʃ/, some use /z/, as in *Asia* /'eɪʃəl/ or /'eɪzəl/. Where <s> is preceded by the consonant letters <l>, <n>, <r> or if the previous sound is voiceless, it is pronounced as /s/, as in *consider* /kən'sɪdə/, *cursor* /'kɜ:sə/, *gipsy* /'dʒɪpsi/. Other cases are pronounced with /z/, e.g. *clumsy* /'klʌmzi/, *observe* /əb'zɜ:v/. Nonetheless, this feature is very unreliable – for instance, when we compare the pronunciation of the words *insist* /m'sɪst/ and *resist* /rɪ'zɪst/. Additionally, certain words can be pronounced both ways, for instance *absorb* /əb'zɔ:b/ or /əb'sɔ:b/, *translate* /træns'leɪt/ or /trænz'leɪt/. When the grapheme <s> occurs between <l>, <r>, <n> and suffixes *-ion*, *-ial*, *-ure*, the pronunciation is /ʃ/ (with <i> silent), e.g. *expulsion* /ɪk'spʌlʃən/, *tension* /'tenʃən/, *controversial* /,kɒntrə'vɜ:ʃəl/, *censure* /'senʃəl/. However, words ending with *-ersion*, *-ersia(n)* are pronounced with /z/ in American English, as in *Persian* (BrE /'pɜ:ʃən/ x AmE /'pɜ:zən/). (Wells 665).

Where the spelling has <s> at the end of a word, or before silent <e> at the end of a word, it may be pronounced either /s/ (*gas* /gæs/, *loose* /lu:s/, *case* /keɪs/) or /z/ (*has* /hæz/, *choose* /tʃu:z/, *phrase* /freɪz/). When <s> occurs in these combinations *-lse-*, *-nse-* and *-rse-* it is usually produced as /s/, e.g. *else* /els/, *immense* /ɪ'mens/, *horse* /hɔ:s/. Sometimes we distinguish words which are spelled identically but belong to different parts of speech, for example *use* as a noun /ju:s/ and as a verb /ju:z/, or *close* as an adjective /kləʊs/ or as a verb /kləʊz/. Despite this, it does not mean that all words pertaining to more than one part of speech have this distinction such as *promise* /'prɒmɪs/ and *base* /beɪs/ which are always pronounced with /s/. Besides, there is a difference between British and American English in words, such as *erase* /ɪ'reɪz/ x /ɪ'reɪs/. (Wells 666).

The grammatical endings *-s* and *-es* form:

- plural of nouns
- third person singular present simple tense.

The endings *- 's* and *-es 's* form:

- possessive case (singular and plural)

There are three regular pronunciations /s/, /z/ and /ɪz/. After sibilants /s/, /z/, /ʃ/, /ʒ/, /tʃ/ or /dʒ/, the pronunciation is /ɪz/, e.g. *places* /'pleɪsɪz/, *Mitch's* /'mɪtʃɪz/. After a voiced consonant or a vowel sound, the pronunciation is /z/, as in *rows* /rəʊz/, *Jane's* /dʒeɪnz/. Conversely, when a voiceless consonant precedes, the pronunciation is /s/, for example *cats* /kæts/, *cat's* /kæts/, *walks* /wɔ:ks/. Certain nouns have a voiceless fricative in the final position. This fricative becomes voiced before the plural and plural possessive endings. Consequently, the ending takes on the voicing as well. For illustration, we can have a look at the word *wife* /waɪf/, its plural form *wives* /waɪvz/ and plural possessive form *wives'* /waɪvz/. In this case the voicing is noticeable also in the change of spelling. This cannot be applied in the word *mouth* /maʊθ/ as it is evident only in spoken language – *mouths*, *mouths'* /maʊðz/. Compared to possessive singular ending and contracted forms of *is* and *has*, no such change can be detected (*wife's* /waɪfs/, *mouth's* /maʊθs/). As far as proper names are concerned, the usage varies provided they have a sibilant in the final position. Normally, the pronunciation is regular, although their graphic forms may diverge: *Jones'* or *Jones's* /'dʒəʊnzɪz/. Less frequently, the possessive ending is not pronounced and the corresponding spelling of the possessive has only the form of an apostrophe then, *Jones'* /dʒəʊnz/. Finally, the contracted form of *is* (*- 's*) is pronounced identically with the third person singular present simple ending (e.g. *the boy's asleep* /ðə ,bɔɪz ə'sli:p/, *Jack's eating* /,dʒæks 'i:tɪŋ) except that it is not usually used after a sibilant. Similarly, the contracted form of *has* (*- 's*) also has the same pronunciation as the third person singular present simple ending (*the boy's begun* /ðə ,bɔɪz bi'ɡʌn/). Rarely, the pronunciation is /əz/ when it is used after a sibilant, *the bus's arrived* / ðə ,bʌsəz ə'raɪvd/. (Wells 666-667).

Additionally, the pronunciation is usually /z/ at the end of monosyllabic functional words which are often unstressed, as in *his* /hɪz/, *was* /wɒz/, *has* /hæz/. It also includes words of Greek and Latin origin if they are preceded by /i:/ (*species* /'spi:ʃi:z/, *hypotheses* /

/haɪ'pʊθəsi:z/, *Hades* /'heɪdi:z/) plus expressions which bear the main stress on the syllable following a prefix (*resolve* /ri'zɒlv/, *observe* /əb'zɜ:v/, *resume* /ri'zju:m/). (Nosek 22).

Double <ss> is usually pronounced as /s/, e.g. *lesson* /'lesən/, *kiss* /kɪs/. Exceptionally, it is produced as /z/ in words, such as *dessert* /di'zɜ:t/, *dissolve* /di'zɒlv/, *possess* /pə'zes/, *scissors* /'sɪzəz/ and their derivatives. In cases when a word ends with *-ssion*, *-ssia*, *-ssian*, *-ssure*, it is realized as /ʃ/, for example *mission* /'mɪʃən/, *pressure* /'preʃə/, *Russia* /'rʌʃə/. (Wells 666).

Moreover, the letter <s> is a part of the digraph <sh> as well. Its pronunciation is regularly /ʃ/, e.g. *ship* /ʃɪp/, *fish* /fɪʃ/. Nonetheless, in words such as *mishap* /'mɪʃæp/, <sh> is not considered as a digraph because *mis-* functions as a prefix here. Interestingly enough, the written form of certain proper names has been reinterpreted in pronunciation in order to change <sh> into a digraph, for instance *Lewisham* used to be *Lewis* plus *ham* but is now /'lu:ʃəm/. (Wells 666).

Occasionally, the grapheme <s> is silent in certain words, meaning that it is not pronounced, e.g. *island* /'aɪlənd/, *aisle* /aɪəl/, *corps* /kɔ:/, *debris* /'debrɪ:/, *précis* /'preɪsi:/, *viscount* /'vaɪkaʊnt/, *Grosvenor* /'grɒsvnə/, *Illinois* /,ɪlə'nɔɪ/ (all of them except *island* are of French origin). (Wells 666).

When we consider the sound /s/ it can be also spelled as <c> or <sc> when followed by <e>, <i> or <y> (*ice* /aɪs/, *civil* /'sɪvəl/, *cynical* /'sɪnɪkəl/, *adolescence* /,ædə'lesəns/, *scene* /si:n/, *scythe* /saɪð/). There are a few exceptions, however, for instance the word *Celt* can be pronounced either as /kelt/ or /selt/. Another case of irregularity is the word *sceptical* which is pronounced as /'skeptɪkəl/. In American English this expression is spelled with <k> instead of <c> (*skeptical* /'skeptɪkəl/). Moreover, in unstressed positions the digraph <sc> is pronounced as /ʃ/ due to the effect of assimilation *conscious* /'kɒnʃəs/, *luscious* /'lʌʃəs/. (Nosek 21-22, 60). For clearer illustration of the grapheme <s> and its phonemic correspondences see Table 1.

**Table 1.** Phonemic correspondences of the grapheme <s>. Notes: The **V** stands for a vowel; the **C** stands for a consonant.

Graphic realization	Phonemic realization	Examples
<s>	/s/	<i>set, insight</i>
<s>	/ʃ/	<i>sure, sugar</i>
V + <s> + voiceless C	/s/	<i>waste</i>
V + <s> + voiced C	/z/	<i>wisdom</i>
<s> + silent <t>	/s/	<i>listen</i>
V + <s> + V	/s/	<i>basin, episode</i>
V + <s> + V	/z/	<i>easy, poison</i>
V + <s> + voiceless C	/s/	<i>waste</i>
V + <s> + V (Greek origin)	/s/	<i>crisis, philosophy</i>
V + <s> -ion, -ual, -ure	/ʒ/	<i>explosion, usual, pleasure</i>
<l>, <n>, <r> + <s>	/s/	<i>consider, cursor</i>
voiceless C + <s>	/s/	<i>gipsy</i>
voiced C + <s>	/z/	<i>clumsy, observe</i>
<l>, <n>, <r> + <s> + -ion, -ial, -ure	/ʃ/	<i>expulsion, controversial</i>
<-lse->, <-nse->, <-rse->	/s/	<i>else, immense, horse</i>
<ss>	/s/	<i>lesson, kiss</i>
<ss>	exceptionally /z/	<i>dessert, possess, scissors</i>
<ss> + -ion, -ia, -ian, -ure	/ʃ/	<i>mission, pressure, Russia</i>
<sh>	/ʃ/	<i>ship, fish</i>
<s>	silent	<i>island, aisle, debris</i>
<c>, <sc> + <e>, <i>, <y>	/s/	<i>ice, adolescence, scythe</i>
<sc> in unstressed positions	/ʃ/	<i>conscious, luscious</i>

As we have seen, the grapheme <s> can be pronounced in many different ways depending on the position within a word and the neighbouring letters. There can be found certain rules and tendencies as to how to pronounce it in different situations – these can be approached more easily in the teaching/learning process (rules that can be used in a large number of words). Despite this, there is still a large group of expressions in which no rules can be applied whether to produce the letter <s> as /s/ or /z/. Therefore not only negative transfer from Czech to English but also the instability of the pronunciation of <s> in different segmental contexts is one of the reasons for the occurrence of inter-sonorant voicing in Czech English. Thus we have to learn these words by heart and one of the easiest ways which can help us seems to be various types of drilling (see Chapter 5.1).

### 3. THE PRONUNCIATION RULES OF <s> IN CZECH LOANWORDS

As mentioned in Chapter 1, the main reasons for inter-sonorant voicing are the existence of Czech equivalents of English words where it may occur and the pronunciation rules of the letter <s> in Czech foreign words. For better understanding we will enumerate a complete set of these rules according to Palková's publication *Fonetika a fonologie češtiny*.

In the beginning of loanwords the grapheme <s> is always pronounced as /s/. Nevertheless, if <s> is surrounded from both sides by vowels or sonorants the pronunciation is unstable. General tendency is /z/ pronunciation (344).

The pronunciation of certain expressions contains /z/ between two vowels. These cases are also usually written with <z>, e.g. *gymnázium, prezident, izolace* etc. (344).

The pronunciation with /z/ appears commonly in a rather large group of items in which the /s/ pronunciation would be more suitable with respect to their etymology. Codification usually accepts both pronunciation forms, however, it presumes a stylistic difference – pronunciation with /s/ is evaluated as more correct (e.g. *resort, disertace, renesance*) (344).

On the other hand, in words such as *demise, kompresor* or *pesimista* the pronunciation with /z/ is perceived as incorrect and in some cases it does not even exist (*asociace, komise, adresa...*) (344).

Furthermore, where <s> is combined with /m, n, r, l, j/, the pronunciation with /z/ prevails but is not always correct. An extensive group of expressions is pronounced only or predominantly with /z/ (and often it is also written with <z>), e.g. *kurzy, plazma, perzekuce*, words ending with suffixes *-ismus/-izmus* etc. Certain examples are accepted with both pronunciation forms, such as *disjunkce, dislokace* /dis-/ or /diz-/. (344).

In contrast, a smaller group of words should preserve the pronunciation with /s/, for instance *personál, personifikace, inseminace* etc. (344).

So far, we have summarized the previous research on inter-sonorant voicing on which further scrutiny of this phenomenon is based. Furthermore, all possible sound materializations of the letter <s> have been introduced and we have listed the set of rules for pronunciation of Czech loanwords. This information shows different factors which



participate in the formation of inter-sonorant voicing and it indicates how complicated this phenomenon is. It is essential to bear all these facts in mind while creating activities for suppressing inter-sonorant voicing to make them as effective as possible.

## PRACTICAL PART

The aim of this thesis is to create a word stock prone to inter-sonorant voicing from which teachers who wish to practise correct pronunciation of these expressions can draw inspiration. For this purpose they can form and develop their own teaching exercises, check if the vocabulary that they teach includes words relevant to this problem etc.

The first section of the practical part describes the selection of words in which inter-sonorant voicing may occur and the criteria for their subsequent classification. This process was essential in order to deal with the word stock more efficiently and thus to produce effective teaching activities. The first aspect by which the items were divided is whether or not the English words have their Czech equivalents or not. Another criterion of categorizing was the level of English. Lastly, the word list was explored for morphological similarities of individual items which have a tendency to inter-sonorant voicing.

The second part of the thesis presents how teaching pronunciation can be integrated in other areas of language and the phenomenon of raising phonemic awareness and methods of teaching pronunciation are introduced. Finally, the results of the word stock classification were applied in creating teaching materials for reducing inter-sonorant voicing in the speech of Czech students of English by the method of drilling. The activities were also combined with teaching new vocabulary.

## 4. METHOD

The words where inter-sonorant voicing may be found were carefully selected from the *Longman Pronunciation Dictionary* by J. C. Wells. The list of words (see Appendix 1) contains all items in which voiceless alveolar and palato-alveolar fricatives /s/ and /ʃ/ are placed in between two sonorants (vowels + /l, m, n, ŋ, r, w, j/). For the analysis, only words with the grapheme <s> positioned **within** a word – not at the beginning or at the end of a word as the grapheme <s> would be surrounded just by a single sonorant - were used. In this case we could not speak about inter-sonorant voicing anymore. It is important to emphasize that only the grapheme <s> and its phonemic counterparts /s/ or /ʃ/ were taken into consideration. Other graphic realizations of the phoneme /s/ (<ss> *assassin, massacre, tossing*; <sc> *adolescent, coalescence, muscle*; <c> *docile, physicist, society*) or the

phoneme /ʃ/ (<c> *ocean*, <ch> *machine*, <sc> *conscience*, <sh> *mushroom*, <ss> *pressure*, <t> *pollution*) were excluded as these graphic forms represent less straightforward relationship with the phoneme /s/.

Apart from that, only the phonemic forms of the elements adjacent to the grapheme <s> were taken into account since there are words in which the neighbouring letters of the grapheme <s> are silent, e.g. silent <h> *dishabille* /,dɪʃə'bi:əl/, *dishonest* /,(,)dɪʃ'ɒnɪst/, *dishonour* /dɪʃ'ɒnə/; silent <t> *apostle* /ə'pɒstəl/, *castle* /'kɑ:səl/, *glisten* /'glɪsən/, *listen* /'lɪsən/, *whistle* /'wɪsəl/; silent <th> *asthma* /'æsmə/, *isthmus* /'ɪsməs/. All of these types of words are also included in the list, although we might assume that especially in the case of silent <t> and <th> Czech students will have problems with pronouncing the silent letters rather than voicing the sound <s>.

However, there are a few exceptions concerning the grapheme <s> which are excluded from the list and these are words where <s> becomes silent such as *aisle* /aɪ(ə)l/, *island* /'aɪlənd/, *isle* /aɪ(ə)l/.

As mentioned above, only expressions with the grapheme <s> and its phonemic counterparts /s/ or /ʃ/ surrounded by sonorants were looked into when examining the pronunciation of individual dictionary headwords. The deciding factor was the primary British pronunciation. Despite this, some entries state one or more alternative pronunciations according to which a particular item may be pronounced also with /z/. It can be either alternative British pronunciation, widespread pronunciation among educated speakers of British English which is not considered to belong to Received Pronunciation, American pronunciation or alternative American pronunciation. All words concerned are clearly marked with distinct symbols (see Appendices).

The list covers the words in the form of headwords as they are presented in the *Longman Pronunciation Dictionary* without any suffixes, e.g. considering the dictionary entry *expensive* /ɪk'spensɪv/, *-ly* /li/, *-ness* /nəs/, the list contains just *expensive* because the suffixes *-ly* and *-ness* do not take any part in inter-sonorant voicing. The suffixes are included only when inter-sonorant voicing may arise at the boundaries of an entry word and its suffix. In these cases the grapheme <s> forms the final part of the original word and suffixes starting with a sonorant are connected to the stem, e.g. *dens/er*, *-est* /dens|ə, -ɪst/.

*famous/ly, -ness* /'feiməs|li, -nəs/, *increas/es, -ing* /ɪn'kri:s|ɪz, -ɪŋ/. As the examples imply, this tendency is likely to occur namely in three situations.

Firstly, it is the comparison of short adjectives by adding the suffixes *-er* and *-est*, e.g. *close* /kləʊs/ – *closer* /kləʊsə/ – *closest* /kləʊsɪst/; *coarse* /kɔ:s/ – *coarser* /'kɔ:sə/ – *coarsest* /'kɔ:sɪst/; *tense* /tens/ – *tenser* /'tensə/ – *tensest* /'tensɪst/. Nevertheless, these types of adjectives are quite rare.

Secondly, it is the process of creating adverbs and nouns out of adjectives by attaching the suffixes *-ly* and *-ness* respectively which occur very frequently. Here are a few examples for illustration: *glorious/ly, -ness* /'glɔ:ri\_əs|li, -nəs/, *intense/ly, -ness* /ɪn'tens|li, -nəs/, *rebellious/ly, -ness* /ri'beljəs|li, -nəs/.

Last but not least, the word list contains verbs ending with /s/ which is followed by other suffixes beginning with a sonorant. Mostly, the suffixes are the third person singular present simple ending /ɪz/ and *-ing* forms (*decreas/es, -ing* /,di:'kri:s|ɪz, -ɪŋ/, *promis/es, -ing* /'prɒmɪs|ɪz, -ɪŋ/, *releas/es, -ing* /ri'li:s|ɪz, -ɪŋ/) but occasionally also suffixes forming deverbals such as *-er* (*debaser* /di'beɪsə/, *endorser* /ɪn'dɔ:sə/), or *-ment* (*debasement* /di'beɪsmənt/, *endorsement* /ɪn'dɔ:smənt/). This case is rather complicated because it appears that many of these kinds of verbs are pronounced with devoiced /z/ at the end (*analyse* /'ænləɪz/, *cause* /kɔ:z/, *choose* /tʃu:z/). As a result, no rule can be applied whether to pronounce /s/ or devoiced /z/ in the final positions of verbs which is highly confusing for English learners. Consequently, each item has to be studied individually.

Finally, there is a group of items which were left out from the word list and these are proper nouns. Only a minority of them was examined, these were proper nouns which have their Czech counterparts or are commonly used in Czech.

The list of proper nouns included (with Czech forms in the brackets if the form is different from English):

*Aesop* /'i:sɒp/ (Ezop), *Aesopian* /i:'səʊpi\_ən/ (ezopovský), *Andersen* /'ændəsən/, *Caucasus* /'kɔ:kəsəs/ (Kavkaz), *Celsius* /'selsi\_əs/, *Chelsea* /'tʃelsi/, *Corsica* /'kɔ:sɪkə/ (Korsika), *Corsican* /'kɔ:sɪkən/ (korsický), *Edison* /'edɪsən/, *Jerusalem* /dʒə'ru:sələm/ (Am Jeruzalém), *Mesopotamia* /,mesəpə'teɪmi\_ə/ (Mezopotámie).

Note that some of the Czech equivalents are spelled with <s>, some with <z>. Although some of them are written with <s>, /z/ pronunciation prevails. It also applies in the nouns which are spelled the same way in Czech as in English.

#### 4.1. Words not included

There are several exceptions which had to be made in the process of selecting items due to various reasons – predominantly specific characteristics of certain words which will be introduced in the following section. The common feature of the vast majority of them is of semantic character – it concerns items consisting of two or more separable units and each of them bears its own semantic meaning. Apart from this, there are three other special groups of words excluded – the plural form of common nouns, proper nouns and foreign words.

One of the exceptions is the suffix *-some*. Words with this suffix were excluded as it implies its own semantic content. Firstly it is a “suffix forming adjectives” with the meaning “characterized by or tending to: *awesome, tiresome*” (Collins English Dictionary). Secondly it acts as a “suffix forming nouns, indicating a group of a specified number of members: *threesome*” (Collins English Dictionary).

Furthermore, the word list ignores expressions in which inter-sonorant voicing may be detected at the boundaries of a prefix and the rest of a word. Specifically, these are words beginning with a separable prefix which has a sonorant in the final position. Provided that the stem has <s> in the initial position followed by another sonorant, conditions for the occurrence of inter-sonorant voicing are created. Nonetheless, since separable prefixes carry meaning on their own and the stem of a word can function separately in communication, it can be suggested that the probability of the appearance of inter-sonorant voicing is decreased. To demonstrate, in words such as *autosuggestion*, *intersection* and *oversimplify*, the grapheme <s> is placed immediately after the prefix and the stems can be used independently – *suggestion*, *section*, *simplify*.

The list of prefixes not included:

*a-, anti-, ambi-, auto-, be-, co-, counter-, deca-, de-, di-, down-, en-, fore-, for-, geo-, hyper-, hypo-, in-, inter-, micro-, milli-, mini-, mono-, nano-, neuro-, non-, octo-, on-, over-, para-, pari-, photo-, poly-, pre-, quadra-, re-, super-, supra-, tele-, thermo-, tri-, ultra-, under-, uni-, un-, vivi-;*

Nevertheless, as long as inter-sonorant voicing may be detected in any other part of words with these characteristics, these words are present on the word list, e.g. *autonomously*, *interpersonal*, *overemphasis*.

Still, there are two special prefixes which differ from the aforementioned ones. Firstly, it is the prefix *iso-* which is specific for the fact that inter-sonorant voicing occurs right in the middle of the prefix, e.g. *isobar* /'aɪsəʊbɑː/, *isomorph* /'aɪsəʊmɔːf/, *isotope* /'aɪsətəʊp/. Secondly, it is the prefix *con-* which can function both as a separable (*consubstantial* /,kɒnsəb'stæntʃəl/, *consensual* /kən'sensjuːəl/) and an inseparable prefix (*consonant* /'kɒnsənənt/, *consul* /'kɒn(t)səl/, *conversation* /,kɒnvə'seɪʃən/). For the purpose of this analysis only items where the prefix *con-* is inseparable were considered.

Moreover, no compounds or hyphenated words can be found on the word list whether the grapheme <s> appears at the boundaries of two or more connected words (*bittersweet* /'bɪtəswi:t/, *elsewhere* /,els'weə/, *all-inclusive* /,ɔːlɪn'klusɪv/, *well-set* /,wel'set/, *warehouseman* /'weəhaʊsmən/) or within one of the units (*washbasin* /'wɒʃ,beɪs(ə)n/). The reason is the fact that all units of a compound word can work individually without one another. Therefore only their base forms were regarded (*basin* /'beɪs(ə)n/, *inclusive* /ɪn'kluːsɪv/).

Additionally, inter-sonorant voicing may theoretically occur in the cases of nouns with /s/ in the final position when /s/ is preceded by a sonorant and followed by a plural ending /ɪz/, e.g. *bus* /bʌs/ – *buses* /bʌsɪz/, *nurse* /nɜːs/ – *nurses* /nɜːsɪz/, *virus* /'vaɪərəs/ – *viruses* /'vaɪərəsɪz/. On the other hand there are many similar nouns which are pronounced with devoiced /z/ in the final position, for illustration: *pause* /pɔːz/ – *pauses* /'pɔːzɪz/, *rose* /rəʊz/ – *roses* /'rəʊzɪz/, *vase* /vɑːz/ – *vases* /'vɑːzɪz/. Due to a rather large number of such nouns, they were omitted from the word list.

The last specific group of words which were not considered during the process of selection are foreign words which are also in use in English. Generally, these words denote entities which are somehow typical of the regions where the foreign languages are spoken or they represent objects which originate from these areas (e.g. *amoroso* /,æmə'rəʊsəʊ/, *bonsai* /'bɒnsaɪ/, *capriccioso* /kə'prɪ:tʃi'əʊsəʊ/, *masala* /mə'sa:lə/, *quesadilla* /,keɪsə'di:ə/, *salsa* /'sælsə/, *wasabi* /'wɑ:sə bi:/).

Summing up, this part paid attention to the description of the criteria according to which individual items had been selected and explanation why certain groups of words had been taken into consideration or not.

## 4.2. Criteria for classification

Since the word list proved to be considerably extensive and the range of vocabulary quite broad, further subdivision was suggested and followed for easier manipulation.

### 4.2.1. Classification according to English language levels

Primarily, the items were divided on the grounds of the language level into four groups: **Intermediate, Upper-intermediate + Advanced, Proficient and Specialized** (see Appendix 2). For this purpose the <Dictionary.com> was used in order to verify the meaning of expressions which the author had not encountered before. Afterwards, the word stock was arranged into groups in accordance with author's experience and consideration.

- The **Intermediate** group contains quite a small number of items in comparison with the other levels. This level corresponds to Common European Framework (CEF) level B1 (e.g. *basic* /'beɪsɪk/, *conversation* /,kɒnvə'seɪʃən/, *disagree* /,dɪsə'grɪ:/, *fantasy* /'fæntəsi/, *responsible* /rɪ'spɒnsəb(ə)l/)
- The second category combines two levels – **Upper-intermediate + Advanced** which coincide with CEF level B2 + C1 respectively (e.g. *comprehensible* /,kɒmpri'hensəbəl/, *consequence* /'kɒnsɪkwəns/, *intensify* /ɪn'tensɪfaɪ/, *misuse* /,mɪs'ju:z/, *religiosity* /rɪ,lɪdʒi'ɒsəti/, *simultaneous* /sɪmə'lteɪniəsli, -nəs/).
- The **Proficient** category (CEF level C2) is the largest of them all and it predominantly incorporates highly formal expressions or words which are quite

rare in common speech such as *anabasis* /ə'næbəsɪs/, *commensurability* /kə,mensʃər\_ə'bɪləti/, *consolidate* /kən'sɒlɪdeɪt/, *disrobe* /dɪs'rəʊb/, *jocosity* /dʒəʊ'kɒsəti/, *obsequious*/ly, -ness /əb'si:kwi\_əs|li, -nəs/, *versatility* /vɜ:sə'tɪləti/ etc.

- The last category covers a range of **specialized** expressions from various fields of study, mostly medicine (*dysmenorrhea* /dɪs,menə'rɪə/, *lordosis* /lɔ:'dəʊsɪs/, *myxomatosis* /,mɪksəmə'təʊsɪs/) but also chemistry (*electrolysis* /i,lek'trɒləsɪs/), physics (*isobar* /'aɪsəʊbɑ:/), biology (*drosophila* /drɒ'sɒfɪlə/), geology (*chrysolite* /'krɪsələɪt/) mathematics (*asymptote* /'æsmptəʊt/), linguistics (*consonant* /'kɒnsən\_ənt/, *declension* /di'klenʃən/), philosophy (*theosophy* /θi'ɒsəfi/) etc.

#### 4.2.2. Classification according to Czech equivalents

Within the classification according to language levels there are items which play much more significant role from the teaching pronunciation point of view.

The primary question was whether the selected expressions have their Czech counterparts or not. Those with Czech equivalents were further examined to see how they are pronounced. A detailed scrutiny revealed four options of pronunciation between English and Czech equivalents:

- English words pronounced with /s/ and their Czech counterparts with /z/;
- English words pronounced with /s/ and their Czech equivalents also with /s/;

Plus it also showed two minor groups:

- English words and their Czech counterparts both pronounced with /z/
- English words pronounced with /z/ but their Czech equivalents with /s/.

In the first stage, we will focus on the largest group where <s> is written and pronounced in Czech with <z> and /z/ respectively. This is the group of expressions which causes major problems in the pronunciation of Czech learners as they tend to be influenced by the Czech forms of these English counterparts (see examples in Table 2 below).



**Table 2.** English words pronounced with /s/ and their Czech equivalents pronounced with /z/.

English words pronounced with /s/	Their Czech equivalents pronounced with /z/	English words pronounced with /s/	Their Czech equivalents pronounced with /z/
analysis /ə' næləʊsɪs/	analýza	genesis /' dʒenəʊsɪs/	geneze
censure /' senʃə/	cenzura	phantasy /' fæntəsi/	fantazie
conservative /kən'sɜ:vətɪv/	konzervativní	sesame /' seʒəmi/	sezam
consultation /,kɒnsəl'teɪʃən/	konzultace	torso /' tɔ:səʊ/	torzo
defensive /di' fensɪv/	defenzivní	universal /,ju:nɪ' vɜ:səl/	univerzální

For the complete list of English words which have Czech equivalents with /z/ sound see Appendix 3.

Secondly, English language has its Czech equivalents which are spelled with /s/ sound as in English but the amount of such examples is rather limited in comparison with the first group (see examples in Table 3). Moreover, even if those expressions are spelled with <s>, they are sometimes pronounced with /z/ (Palková 344).

**Table 3.** English words pronounced with /s/ and their Czech equivalents also pronounced with /s/.

English words pronounced with /s/	Their Czech equivalents pronounced with /s/	English words pronounced with /s/	Their Czech equivalents pronounced with /s/
aerosol /' eərəʊsəl/	aerosol	legislation /,ledʒɪ'sleɪʃən/	legislativa
dinosaur /' daɪnəsɔ:/	dinosaurius	masochism /' mæʒəkɪzəm/	masochismus
consolidate /kən'splɪdeɪt/	konsolidovat	personal /' pɜ:sən_əl/	personální

For the complete list of English words which have Czech equivalents with /s/ sound see the Appendix 4.

Thirdly, there is a peculiar group of English-Czech counterparts which does not belong to the phenomenon of inter-sonorant voicing but they are briefly mentioned to demonstrate how complicated the graphic and phonemic relationships between Czech and English are. They are expressions which are written in English with the grapheme <s> between two sonorants but they are pronounced with /z/ in both English and Czech (see examples in Table 4 below).

The last group incorporates very rare items which have /z/ sound in English and /s/ sound in Czech equivalents (see examples in Table 5).

**Table 4.** English words pronounced with /z/ and their Czech equivalents also pronounced with /z/.

English words pronounced with /z/	Their Czech equivalents pronounced with /z/
basil /'bæzəl/	bazalka
music /'mju:zɪk/	muzika
positive /'pɒzətɪv/	pozitivní

**Table 5.** English words pronounced with /z/ and their Czech equivalents pronounced with /s/

English words pronounced with /z/	Their Czech equivalents pronounced with /s/
basmati /bæz'mɑ:ti/	basmati
talisman /'tælɪzmən/	talisman
jasmine /'dʒæzmɪn/	jasmín

We have seen all the possible combinations of the grapheme <s> and its phonemic materializations in English and Czech. Nevertheless, Czech equivalents are not the only problem regarding inter-sonorant voicing. It is also the fact that the grapheme <s> placed in between two sonorants can be pronounced as /s/ or /z/ in different cases and the number of rules for it (see Chapter 2) is not sufficient. Despite this, there are some tendencies at least which can be drawn from the word list and are described in the following chapter.

#### ***4.2.3. Classification according to morphological features of words with a tendency to inter-sonorant voicing***

As indicated previously, there are certain tendencies concerning inter-sonorant voicing. To specify them was a necessary step for creating teaching activities focused on reducing inter-sonorant voicing which negatively contributes to foreign accent in Czech speakers' English (further described by Dvořáková, 15). There has been an attempt to find groups of expressions which bear some kind of resemblance. Usually, they are morphologically similar but sometimes just in terms of spelling. Their similarity makes them teachable and learnable and consequently, it suggests integrating teaching pronunciation with other language areas (in this case especially new vocabulary or morphology). As Celce-Murcia et al. confirms, "the sound system, a resource for creating meaning and for expressing a variety of functions, relates to every other aspect of a language. These natural connections must be understood by teachers if they wish to help learners develop good listening comprehension and intelligible pronunciation as a natural part of their communicative language proficiency" (365).

List of morphological features with a tendency to inter-sonorant voicing with examples:

- deadjektivial adverbs created by the suffix *-ly* where the adjectives are pronounced with a sonorant + /s/ at the end – *furiously* /'fjʊəri\_əsli/, *immensely* /ɪ'mensli/, *nervously* /'nɜ:vəsli/, *pompously* /'pɒmpəsli/, *tensely* /tensli/;
- deadjektivial nouns created by the suffix *-ness* where the adjectives are pronounced with a sonorant + /s/ at the end – *intense<sub>n</sub>ness* /ɪn'tensnəs/, *marvellous<sub>n</sub>ness* /'mɑ:vləsnəs/, *rebellious<sub>n</sub>ness* /ri'beljəsənəs/, *spontaneous<sub>n</sub>ness* /(')spɒn'teɪni\_əsnəs/, *virtuous<sub>n</sub>ness* /'vɜ:tʃu\_əsnəs/;

- third person singular present simple endings + *-ing* verb forms – *ceases* /'si:si:z/, *chases* /'tʃeisi:z/, *decreases* /,di:'kri:s|ɪz, -ɪŋ/,
- words of Greek origin ending with the suffix *-sis* (usually specialized words), including their plural forms with the suffix *-ses* (if they have plural forms) – *analy|sis*, *-ses* /ə'næləs|ɪs, -i:z/, *electroly|sis* /i,lek'trɒləsɪs/, *genesis* /'dʒenəsɪs/, *lordo|sis* /lɔ:'dəʊsɪs/, *the|sis*, *-ses* /'θi:s|ɪs, -i:z/;
- words beginning with the prefix *dis-* followed by a sonorant – *disappear* /,dɪsə'piə/, *disappoint* /,dɪsə'pɔɪnt/, *disapproval* /,dɪsə'pru:vəl/, *disinfect* /,dɪsm'fekt/, *dis|miss* /dɪs'mɪs/;
- words beginning with the prefix *iso-* where the inter-sonorant voicing occurs within the prefix – *isobar* /'aɪsəʊbɑ:/, *isolation* /,aɪsə'leɪʃən/, *isomer* /'aɪsəmə/, *isopropyl* /,aɪsəʊ'prɒpɪl/, *isotope* /'aɪsətəʊp/;
- words beginning with the prefix *con-* followed by the grapheme <s> and a sonorant – *conservative* /kən'sɜ:vətɪv/, *consist* /kən'sɪst/, *consolation* /,kɒnsə'leɪʃ(ə)n/, *consult* /kən'sʌlt/, *consume* /kən'sju:m/;
- words beginning with the prefix *mis-* followed by a sonorant – *misinform* /,mɪsɪn'fɔ:m/, *mislead* /(),mɪs'li:d/, *misread* /,mɪs'ri:d/, *mis|understand* /,mɪs,ʌndə'stænd/;
- nouns ending with a sonorant + *-sity* – *curiosity* /,kjʊəri'ɒsəti/, *density* /'densəti/, *generosity* /,dʒenə'rɒsəti/, *monstro|sity* /mɒn'strɒsəti/, *virtuosity* /,vɜ:tʃu'ɒsəti/;
- words ending with a sonorant + *-sive* – *decisive* /di'saɪsɪv/, *expensive* /ɪk'spensɪv/, *impulsive* /ɪm'pʌlsɪv/, *offensive* /ə'fensɪv/, *repulsive* /ri'pʌlsɪv/;
- words ending with a sonorant + *-sible/-sibility* – *comprehen|sible*, *-sibility* /,kɒmpri'hensəbəl, ,kɒmpri,hensə'bɪləti/, *defen|sible* *-sibility* /di'fensəbəl, di,fensə'bɪləti/, *respon|sible*, *-sibility* /ri'spɒnsəbəl, ri,spɒnsə'bɪləti/, *rever|sible*, *-sibility* /ri'vɜ:səbəl, ri,vɜ:sə'bɪləti/, *sen|sible*, *-sibility* /'sensəbəl, ,sensə'bɪləti/ (compare *invi|sible*, *-sibility* /ɪn'vɪzəbəl, ɪn,vɪzə'bɪləti/, *divi|sible*, *-sibility* /di'vɪzəbəl, di,vɪzə'bɪləti/, *plau|sible*, *-sibility* /'plɔ:zəbəl, ,plɔ:zə'bɪləti/);

- words ending with a sonorant + *-sion* – *aversion* /ə'vɜ:ʃən/, *compulsion* /kəm'pʌlʃən/, *elusion* /i'lu:ʃən/, *expansion* /ɪk'spæɪʃən/, *tension* /'tenʃən/ (compare *conclusion* /kən'klu:ʒən/, *decision* /di'si:ʒən/, *explosion* /ɪk'spləʊʒən/, *provision* /prə'vi:ʒən/, *revision* /ri'vi:ʒən/)
- nouns ending with a sonorant + *-sy* – *controversy* /'kɒntrəvɜ:si/, *ecstasy* /'ektæsi/, *fantasy* /'fæntəsi/, *hypocrisy* /hɪ'pɒkrəsi/, *jealousy* /'dʒeləsi/ (compare with the noun *daisy* /'deizi/ or with adjectives ending with *-sy* – *busy* /'bɪzi/, *clumsy* /'klʌmzi/, *easy* /'i:zi/, *noisy* /'nɔɪzi/);
- adjectives ending with a sonorant + *-seless* – *baseless* /'beɪsləs/, *ceaseless* /'si:sləs/, *remorseless* /ri'mɔ:sləs/, *useless* /'ju:sləs/;
- words ending with a sonorant + *-sory* – *compulsory* /kəm'pʌlsər\_i/, *delusory* /di'lu:səri/, *sensory* /'sensər\_i/ (compare *advisory* /əd'vaɪzər\_i/, *supervisory* /,su:pə'vaɪzəri/)
- word containing the root *-sens-* + a sonorant – *consensual* /kən'sensju\_əl/, *insensibility* /ɪn,sensə'bɪləti/, *oversensitive* /,əʊvə'sensətɪv/, *sensory* /'sensər\_i/, *sensuality* /,sensju'æləti/;
- words containing the root *-vers-* + a sonorant – *anniversary* /,æni'vɜ:sər\_i/, *conversational* /,kɒnvə'seɪʃən\_əl/, *diversity* /daɪ'vɜ:səti/, *inversion* /ɪn'vɜ:ʃən/, *perverseness* /pə'vɜ:snəs/;

So far, the primary criterion of classification has been formal resemblance of individual items regardless of having Czech equivalents or not. Nevertheless, there are expressions which cannot be incorporated into any category in terms of morphological features but have their Czech counterparts (see examples in Table 6).

**Table 6.** English words which do not have any morphological similarities and their Czech equivalents.

English words pronounced with /s/	Their Czech equivalents	English words pronounced with /s/	Their Czech equivalents
asylum /ə'saɪləm/	azyl	esoteric /,esə'terɪk/	ezoterický
balsam /'bɔ:l səm/	balzám	insulin /'ɪnsjʊlɪn/	inzulín
bison /'baɪsən/	bizon	personification /pə'sɒnɪfɪ'keɪʃən/	personifikace
casino /kə'si:nəʊ/	kasino	philosophy /fə'lɒsəfi/	filozofie
episode /'epɪsəʊd/	epizoda	sesame /'sesəmi/	sezam

We have listed various viewpoints of categorizing the items on the word list. The process of categorizing was necessary for creating teaching materials as it would not be possible without any systematic classification.

## 5. PRONUNCIATION TEACHING WITH RESPECT TO INTER-SONORANT VOICING

### 5.1. Introduction into pronunciation teaching approaches and methods

Teaching pronunciation might be perceived as a marginal issue and some teachers neglect its significance. Nonetheless, inaccurate pronunciation can result in misunderstanding in communication with both native and non-native speakers. Thus, the integration of pronunciation into lesson planning seems to be crucial. Kelly believes that “integrating pronunciation teaching fully with the study of grammatical and lexical features has the further incremental benefit that learners will increasingly appreciate the significance of pronunciation in determining successful communication” (14).

Furthermore, Celce-Murcia et al. confirms that the English sound system cannot be learned in a vacuum as it is a resource for creating meaning and for expressing a variety of functions and thus it relates to every other aspect of the language. For this purpose she suggests integrating teaching English pronunciation into three language areas – morphology, listening and spelling. (365).

As far as morphology or, more generally grammar (which includes morphology and syntax) teaching is concerned, it can be integrated for instance with teaching different sound realizations of the grammatical ending *-s* in plural, third-person singular present simple tense and possessive case. Another example is to introduce students to the fact that pronunciation may signal a certain part of speech, e.g. the word *use* functions as a noun when pronounced as /ju:s/ but as a verb when pronounced as /ju:z/ etc.

With respect to listening, it can be very easily connected with teaching pronunciation. To be more specific, students can listen to a recorded text and mark the rhythm. Furthermore, teachers can draw students' attention to a certain accent or some features of connected speech (assimilation, elision, assibilation).

Finally, teaching pronunciation can be integrated into teaching spelling. Students may be taught various grapheme to phoneme correspondences, for illustration, students find out in which situations the digraph <th> is pronounced as /θ/ and when as /ð/. Another possibility is teaching silent letters, e.g. silent <w> in words such as *wrong*, *write*, *wrist* etc.

Regarding the design of lesson plans for teaching pronunciation there are two basic approaches – **integrated** and **segregated**. According to Scott Thornbury “in an integrated approach, pronunciation is dealt with as part of the teaching of grammar and vocabulary, or of speaking and listening” (185). In fact, this is the concept used by Celce-Murcia in her publication *Teaching pronunciation* which we have mentioned above. Specifically, when teaching negative prefixes, teachers can point out that the primary stress of a word does not change when adding a negative prefix or students may be encouraged by teachers to deduce this fact on their own from examples given. When teaching the negative prefix *dis-*, teachers should mention that it is always pronounced with /s/ to avoid inter-sonorant voicing. Another alternative is that teachers give only certain hints and students figure out the rule on their own.

The segregated approach treats pronunciation in isolation (Thornbury 185). This means that different pronunciation phenomena are taught individually. Teachers can, for example, collect various mispronunciations during lessons, write them down and then use the frequent ones for creating lesson plans concentrated on their correction. For creating teaching materials aimed at reducing inter-sonorant voicing and focusing on a specific

pronunciation, the segregated approach was used. The aim of the exercises is to correct this pronunciation problem which commonly occurs in the speech of Czech learners of English.

The next important feature in dealing with inter-sonorant voicing, as far as pronunciation teaching is concerned, is the concept of raising phonemic awareness. “It is the conscious ability to analyse spoken language into its component sounds and to perform mental operations on these smaller linguistic units” (Sze 6). It is of high importance to introduce students to individual phonemes and to compare the English sound system with students’ native sound system. If students get to know the differences, they are able to apply a specific piece of knowledge in other situations. For example, if Czech learners of English know that words of Greek origin ending with *-sis* such as *crisis* /'kraɪsɪs/ or *analysis* /ə'næləʊsɪs/ are pronounced with /s/ in the middle position it may occur to them that the word *thesis* /'θiːsɪs/ should be produced the same way – also with /s/. Apart from that, when teachers explain a certain pronunciation phenomenon, first they should encourage students to deduce a rule from the given examples on their own or to apply a certain rule on other examples in order that students are aware of how a particular principle works.

One of the most efficient methods of teaching pronunciation is drilling which means the repetition of sounds in a meaningful context “giving learners the opportunity to practise the correct movements of their speech organs for themselves. This, combined with ‘learner-friendly’ explanations of the movements, can be very effective in raising awareness of how sounds are produced” (Kelly 54). The most basic form of drilling involves the teacher saying a word or structure, and getting the class to repeat it. There are many variations, for instance teachers drill chorally which means that the whole class repeats each item, or individually where students are asked to repeat sounds one-by-one. Teachers can indicate word stress or rhythm by clapping hands or tapping a table. When exercising longer phrases or sentences, teachers can use the chaining principle, i.e. the teacher says only a part of the structure first, the class repeats and subsequently the teacher gradually adds other elements until he/she builds up the whole sentence. (Kelly 16). Learners can also practise in pairs and take turns in producing the individual items. If they have a list of items they can read them first from the beginning, then from the end of the list, loudly or quietly etc.

We have seen how pronunciation teaching can be easily integrated into teaching other language areas. Moreover, we have introduced the basic approaches (integrated and



segregated) and methods of teaching pronunciation. We have also explained the concept of raising phonemic awareness which was taken into consideration while designing the lesson plans.

## 5.2. Lesson plans on inter-sonorant voicing

When developing teaching activities for suppressing inter-sonorant voicing it is essential to keep in mind certain factors. We need to consider the level of English of the target students, resemblance of items chosen for the exercises and the fact whether the items have their Czech equivalents or not.

The choice of words for creating teaching materials on inter-sonorant voicing reduction was partly based on Feldmanová's research. She recorded fourteen students who read a text containing twenty items in which the /s/ sound between two sonorants was likely to become voiced. For the following exercises were picked some of the words which were mispronounced by many respondents – *conversation*, *conservative*, *sensitive*, *crisis*, *basically*, *disappear*, *disappoint*, *disorder* and *person*.

Both lesson plans concentrate primarily on teaching pronunciation through the method of drilling. However, to create a meaningful context the activities are also combined with vocabulary teaching which also helps students raise their awareness.

### **Activity 1**

The first activity focuses on teaching pronunciation integrated with teaching new and revising old vocabulary. It incorporates only items with a Czech equivalent which are pronounced with /z/. The aim is to show students the pronunciation difference between English and Czech counterparts. The words chosen for this activity are: *basic* /'beɪsɪk/, *conservative* /kən'sɜ:vətɪv/, *conversation* /,kɒnvə'seɪʃən/, *crisis* /'kraɪsɪs/ *episode* /'epɪsəʊd/, *fantasy* /'fæntəsi/, *oasis* /əʊ'eɪsɪs/, *person* /'pɜ:sən/, *sensitive* /'sensətɪv/, *university* /,ju:nɪ'vɜ:səti/. The teacher and the students are both provided with different worksheets. The teacher's worksheet includes correct answers to the exercises (see Appendix 5).

### Exercise 1

Before the lesson begins, the teacher writes the following words on a board jumbled up.

sen <u>s</u> itive	epi <u>s</u> ode
fantas <u>y</u>	cris <u>i</u> s
con <u>s</u> ervative	bas <u>i</u> c
pers <u>o</u> n	oas <u>i</u> s
univer <u>s</u> ity	conversat <u>i</u> on

The teacher asks students to think of the Czech equivalents of these words. He/she points at individual words and students say the Czech counterparts aloud.

### Exercise 2

The teacher gives each student a student's worksheet (see Appendix 5). The learners look at the worksheet and listen to individual words (the teacher can play a recording or read them). Then they should find out what the difference between the English words and their Czech equivalents is – the pronunciation of the letter <s> is /s/ in English and /z/ in Czech.

### Exercise 3

The students are asked to fill in the gaps in the following sentences with selected words. Then they should discuss correct answers with their partners in pairs so that they are forced to produce the words aloud.

*Fill in the gaps with the following words: **basic, conservative, crisis, episode, fantasy, sensitive.***

1. He respects traditional values. He is very \_\_\_\_\_.
2. She gets hurt so easily. She is too \_\_\_\_\_.
3. I don't think he can tell the difference between \_\_\_\_\_ and reality.
4. You have to learn only the \_\_\_\_\_ rules of the game.
5. I really like this TV series, I have watched every \_\_\_\_\_.
6. Greece is in a very difficult economic situation – the country is in \_\_\_\_\_.

Afterwards, the teacher asks the students the following questions and the students reply. This exercise aims at practising both vocabulary and pronunciation. (The correct answers are given in the brackets.)

1. How do you call a place in a desert where there is water and trees growing? (*oasis*)
2. When you graduate from high school, you can apply for \_\_\_\_\_? (*university*)
3. How do you call informal talk between people? (*conversation*)
4. How do you call the activity of imagining things which are very pleasant? (*fantasy*)
5. How do you call a part of a TV series? (*episode*)

#### **Exercise 4**

The teacher claps his/her hands at a regular pace (the students can clap their hands with the teacher) and the teacher says rhythmically the individual words selected for this activity. He/she should clap while pronouncing the primary-stressed syllable of a word. The other syllables are pronounced in the gaps between clapping. The students repeat each word.

#### **Exercise 5**

The students have to hide their worksheets so that they could not see it. They look at the board and have a minute to remember all the words written on it. After that the students turn their backs to the board and meanwhile the teacher erases one of the items from the board. Then they can turn their heads back to the board and try to guess which word is missing. The students produce this word aloud and the teacher writes it again. This should be repeated several times.

#### **Activity 2**

The second activity also intends to teach pronunciation together with new vocabulary (or to revise old vocabulary). It focuses on one of the tendencies where inter-sonorant voicing may be found, here namely on the group of words beginning with the negative prefix *-dis* followed by a sonorant. These eight words were chosen: *disabled* /dɪs'ɪbəld/, *disadvantage* /,dɪsəd'vɑːntɪdʒ/, *disagree* /,dɪsə'grɪ:/, *disappear* /,dɪsə'pɪə/, *disappoint* /,dɪsə'pɔɪnt/, *dishonest* /,(,)dɪs'ɒnɪst/, *dislike* /,(,)dɪs'laɪk/, *disorder* /dɪs'ɔːdə/. The teacher's and student's worksheets are available in the Appendix 6.

## Exercise 1

The teacher writes on a board the base forms of the words selected for this activity: *abled, advantage, agree, appear, appoint, honest, like, order*. The students should guess how the negative forms of these items are created – by the prefix *dis-*. When they find this out, the teacher asks the students whether the prefix *dis-* is pronounced with /s/ or /z/. The teacher can give a few examples and say both options, e.g. “Is disagree pronounced as /,dɪsə'gri:/ or [ˌdɪzə'gri:]?”. Consequently, the students should figure out that the correct pronunciation is /s/.

Afterwards, the teacher says the base forms of the items and the students answer the negative forms. The teacher should also point out that the primary stress of these words remains the same as in the base forms and the prefix *dis-* is unstressed. To increase the students’ attention during this exercise, the teacher can also include words whose negative forms are created by different prefixes, such as: *patient – impatient, regular – irregular, legal – illegal, understand – misunderstand, smoking – non-smoking, friendly – unfriendly* etc

## Exercise 2

The students work in pairs and they ask their partners the following questions. There are always three options and the one who is asking reads all of them aloud so that he/she could practise the pronunciation even more. The other student replies and they take turns. The correct answers are underlined.

1. How do you call a situation that makes something or someone less successful than other things or people?

- a) disorder
- b) disadvantage
- c) dishonest.

2. When you don't have the same opinion as someone, you \_\_\_\_\_

- a) disagree
- b) disappear
- c) dislike.

3. When you don't tidy your room for a month, it will probably be in a complete \_\_\_\_\_

- a) disappoint
- b) disorder
- c) disabled.

4. When you don't like something or someone, you \_\_\_\_\_ it/him/her.

- a) disagree
- b) disappoint
- c) dislike.

5. When you make someone feel unhappy you \_\_\_\_\_ him/her.

- a) disappoint
- b) disable
- c) disadvantage.

6. When someone lies to you, he/she is \_\_\_\_\_.

- a) disadvantage
- b) dishonest
- c) disabled.

### Exercise 3

The teacher asks the students the following questions and the students reply. This exercise aims at practising both vocabulary and pronunciation. (The correct answers are given in the brackets.)

1. When you move somewhere where nobody can see you anymore, you ... (*disappear*)
2. How do you call a lack of organization or tidiness? (*disorder*)
3. How do you call someone who can't use a part of his/her body or brain properly because of injury or illness? (*disabled*)
4. When you make someone feel unhappy because something that they hoped for didn't happen, you ... him/her. (*disappoint*)
5. When someone lies or cheats, he is ... (*dishonest*)
6. How do you call an illness of the mind or body? (*disorder*)

#### **Exercise 4**

The students are given sentences with gaps. They are supposed to use the words in italics to fill in the gaps. They need to use derived forms of the words. Afterwards they check their answers with their partners. They are encouraged to read the sentences aloud. (See the brackets for correct answers.)

1. Everyone knows him for his \_\_\_\_\_. *dishonest* (dishonesty)
2. He was responsible for her \_\_\_\_\_. *disappear* (disappearance)
3. Elizabeth considered Mr Darcy as a \_\_\_\_\_ man. *disagree* (disagreeable)
4. The party turned out to be a huge \_\_\_\_\_. *disappoint* (disappointment)
5. I can't stand her \_\_\_\_\_ room. *disorder* (disorderly)

#### **Exercise 5**

Each student uses three of the words with the prefix *dis-* to create three meaningful sentences. Finally, some students are asked to read their examples aloud.

## CONCLUSION

This work continued the research which had identified a commonly occurring pronunciation problem in Czech English, inter-sonorant voicing, and had revealed the main culprit of producing /z/ instead of /s/ between sonorant sounds – negative transfer from the mother tongue. The current research was carried out in the form of a comprehensive linguistic analysis of words prone to inter-sonorant voicing and it resulted in lists of words which were further classified according to a number of criteria developed in accordance with the previous studies. This procedure was essential for easier manipulation with the items since the word lists can help teachers design their own activities for suppressing this problem in Czech English. We also showed how the word lists can be used in practice and mentioned basic principles for devising particular exercises – raising students' phonemic awareness, integrating other areas of language with teaching pronunciation and using meaningful drills.

The word lists were generated from Wells' *Longman Pronunciation Dictionary* by selecting individual items containing the grapheme <s> which may become voiced when placed in between two sonorants. Afterwards, all the items on the primary word list were classified according to several criteria. First, it was divided into four groups regarding respective English language levels. In the second stage, the word list was searched for expressions which have their Czech counterparts. These words were separated into two major groups – equivalents pronounced with /z/ in Czech and on the other hand equivalents produced with /s/ in Czech. The Czech counterparts with /z/ are considerably more significant as they represent a negative influence of Czech learners' mother tongue on English pronunciation. Last but not least, a more detailed categorization was created according to morphological similarity of certain words. These groups of items constitute linguistic material which can be transformed into didactic activities.

Subsequently, we have learned that integration with different spheres of language is crucial as they are significantly interlinked. Teaching pronunciation can be easily connected with teaching morphology, listening or spelling. We also introduced basic approaches and methods of teaching pronunciation plus we pointed out the importance of raising students' phonemic awareness which is necessary for more successful communication. This knowledge and the outcome of the detailed analysis served as a basis for designing two lesson plans aimed at reducing inter-sonorant voicing combined with teaching vocabulary. Teachers who wish to

include this phenomenon in their lessons can use these activities or at least draw inspiration from them to create their own materials.

### **FURTHER RESEARCH SUGGESTIONS**

This thesis investigated words in which inter-sonorant voicing may occur and classified these items according to several criteria. This comprehensive analysis helped to design teaching activities aimed at moderating this phenomenon in Czech English. However, these activities have not been tested. Thus, it suggests creating a wide range of activities concentrated on this problem and piloting them during English lessons to see whether they are efficient and help students to overcome this difficulty.



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## APPENDICES

### Notes:

\* alternative British pronunciation with /z/

§ widespread pronunciation with /z/ among educated speakers of BrE but not considered to belong to RP

**Am** American or alternative American pronunciation with /z/

\*\* alternative British pronunciation with /z/ + American pronunciation with /z/

In cases when there is more than one grapheme <s> placed in between two sonorants in a particular word, the one which may undergo inter-sonorant voicing is underlined. If all of them may be influenced by this phenomenon in a word, none of them is marked.

## APPENDIX 1

### List of words prone to inter-sonorant voicing

A		
abas es, -ing	amphibious ly, -ness	argosy
abacement	anabasis	arsing
abomasum	anacrusis	arsenal
abrasive*	analogously	arsenate
abstemious ly, -ness	analysand	arsenic
abstruse ly, -ness	analysis	arsenide
abstrusity	anamnesis	arsine
abusive*	anastomosis	arsis
accursed	Andersen	arson
acrimonious ly, -ness	anfractuosity	arsonist
adenosine	anglesite	arteriosclerosis
adhesive*	animosity	asafetida, asafoetida
adiposeness*	anisogamy	asap
adiposity	anisomorphic	asarabacca
adulterously	anisotropic	asbestosis
advantageous ly, -ness	ankylosis	ascension
adventitious ly, -ness	anniversary	asinine
adventurous ly, -ness	anomalous ly, -ness	asininity
adversarial	ansaphone	aspersion*
adversary	anserine	assuasive
adversative	answer ed, -es, -ing	asthma Am
adversely ly, -ness	answerability	asthmatic Am
adversity	answerable	asunder
advertisement**	answerphone	asylum
aerobiosis	antialias es, -ing	asymptote
aerosol	anticonvulsant	asymptotic
Aesop	antipersonnel	atherosclerosis
Aesopian	antiphra- sis	athetosis
agranulocytosis	antithesis	atrocious ly, -ness
allochthonously	anuresis	audacious ly, -ness
allusive Am	anxious ly, -ness	auspicious ly, -ness
alsike	aphaeresis	autonomously
also	apheresis	autochthonously
amanuensis	apodosis	avaricious ly, -ness
amaurosis	apoptosis	aversion § Am
ambidextrously	aposiopesis	aversive*
ambiguous ly, -ness	apostasy	
ambitious ly, -ness	apostle	<b>B</b>
amebiasis	apotheosis	balsam
amoebiasis	apprehensibility	balsamic
amoroso	apprehensible	barbarous ly, -ness
amorous ly, -ness	apprehension	basal §
amorphous ly, -ness	apprehensive	basaltic
	arduous ly, -ness	bas es, -ing

baseless	cautious ly, -ness	commonsensicality
basement	cavernously	comparison §
basenji	ceas es, -ing	compendious ly, -ness
baser	ceaseless	compensable
basic	Celsius	compensate
basidiomycete	cens es, -ing	compensation
basidium	censer	compensatory
basin	ensor	comprehensibility
basinet	ensorial	comprehensible
basis	ensorious ly, -ness	comprehension
basophil*	ensorship	comprehensive
basophilic*	ensurable	comprehensivization
bellicose ly, -ness	ensure	comprehensivize
bellicosity	census	compulsion
biasing	centesimal	compulsive
bibulous ly, -ness	ceremonious ly, -ness	compulsory
bilious ly, -ness	chanson	comsat
biodiversity	chas es, -ing	concise ly, -ness
bison Am	chaser	conclusive, -ly, -ness §
boisterous ly, -ness	Chelsea	conclusory §
boson*	chivalrous ly, -ness	condensate
bosun	chlorosis	condensation
bounteous ly, -ness	Christmas*	condensing
brachiosaurus	chromosomal	condenser
	chromosome	condescension
<b>C</b>	chrysalid	congruous ly, -ness
cacophonously	chrysalides	consanguineously
cadaverous ly, -ness	chrysalis	consanguinity
calamitous ly, -ness	chrysanth*	conscientious ly, -ness
callosity	chrysanthemum*	consciously
callous ly, -ness	chryselephantine	consecrate
calumniously	chrysolite	consecration
camisole	chryso prase	consecrator
candidiasis	chrysotile	consecutive
cantankerous ly, -ness	circuitous ly, -ness	consensual
capacious ly, -ness	cirrhosis	consensus
caparison	clamorous ly, -ness	consent
capricious ly, -ness	clangorously	consequence
captious ly, -ness	clerisy	consequent
caravansary	closely	consequential
caravanserai	closeness	conservancy
carnivorous ly, -ness	clos er, -est	conservation
carousel*	coars er, -est	conservationism
carrousel*	coarsely	conservationist
casein	coarsen	conservatism
casement	coarseness	conservative
cas es, -ing	coccidiosis	conservatoire
casino	cohesive*	conservator
castle	collusive*	conservatory
catalysis	commensal	conserve
cataphoresis	commensurability	consider
catastasis	commensurable	considerable
catechesis	commensurate	considerate
Caucasus	commodious ly, -ness	consideration
	commonsensical	consign

consignee  
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diaphoresis	discourtesy	dismemberer
diaphysis	discursive	dismemberment
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dieresis	disembarkation	dismissal
diffuse ly, -ness	disembarrass	dismissive
diffusive*	disembody	dismount
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dimension	disembowel	disobedient
dimensional	disembroil	disobey
dimensionality	disenchant	disoblige
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dinosaurian	disendow	disorderly
diocesan*	disenfranchise	disorganization
dioeciously	disengage	disorganize
diplois	disentangle	disorient
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disabuse	disestablishmentarian	disown
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disallow	disinfectant	disrelish
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isolation  
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 punctilious|ly, -ness  
 purchas|er, -es, -ing  
 purpos|es, -ing  
 purposeless  
 purposely  
 purposive  
 purs|es, -ing

purser  
 purslane  
 pursuance  
 pursuant  
 pursue  
 pursuer  
 pursuit  
 pursuivant  
 pusillanimity\*  
 pusillanimous\*  
 pyosis  
 pyrosis

## Q

querulous|ly, -ness

## R

radioisotope  
 rambunctious|ly, -ness  
 rampageous|ly, -ness  
 rancorous|ly, -ness  
 ransom  
 rapacious|ly, -ness  
 rapturous|ly, -ness  
 raucous|ly, -ness  
 ravenous|ly, -ness  
 rebellious|ly, -ness  
 recension  
 reclusive  
 recompens|es, -ing  
 reconsider  
 reconsideration  
 recursion Am  
 recursive  
 rehearsal  
 rehears|es, -ing  
 reimburs|ement, -es,  
 -ing  
 reinsurance  
 reinsure  
 releas|es, -ing  
 religiosity  
 religious|ly, -ness  
 remorseless  
 repetitious|ly, -ness  
 reprehensibility  
 reprehensible  
 reprehension  
 repuls|es, -ing  
 repulsion

repulsive  
 repurposes, -ing  
 rereleas|es, -ing  
 reseda  
 reserpine  
 responsibility  
 responsible  
 responsive  
 responsory  
 retroversion  
 retuseness  
 reversal  
 revers|ely, -es, -ing  
 reverse  
 reversibility  
 reversible  
 reversion\*\*  
 reversionary\*\*  
 revulsion  
 rhesus  
 ribosomal  
 ribosome Am  
 ridiculous|ly, -ness  
 righteous|ly, -ness  
 rigorous|ly, -ness  
 rins|es, -ing  
 riotous|ly, -ness  
 rugosity  
 ruinous|ly, -ness  
 rumbustious|ly, -ness  
 rustle  
 rustler  
 rustling

## S

sacrilegious|ly, -ness  
 sacrosanct  
 sacrosanctity  
 sagacious|ly, -ness  
 salacious|ly, -ness  
 salsify  
 salubrious|ly, -ness  
 salvarsan  
 samisen  
 samosa  
 sanctimonious|ly, -ness  
 sanserif\*  
 sansevieria  
 saponaceousness  
 sarsen  
 sarsenet  
 satyriasis  
 sausage  
 scabrous|ly, -ness

scandalous|ly, -ness  
 scansion  
 scansorial  
 schistosome Am  
 schistosomiasis  
 sclerosis  
 scoliosis  
 scrofulous|ly, -ness  
 scrumptious|ly, -ness  
 scrupulosity  
 scrupulous|ly, -ness  
 scurrilous|ly, -ness  
 seclusive §  
 seditious|ly, -ness  
 sedulous|ly, -ness  
 semiconsonant  
 semiconsonantal  
 sensate  
 sensation  
 sensational  
 sensationalise,  
 sensationalize  
 sensationalism  
 senseless  
 sensibility  
 sensible  
 sensitive  
 sensitivity  
 sensitize  
 sensor  
 sensorimotor  
 sensory  
 sensual  
 sensuality  
 sensuous, -ly, -ness  
 sentient|ly, -ness  
 serendipitously  
 serious|ly, -ness  
 sesame  
 shigellosis  
 silicosis  
 simultaneous|ly, -ness  
 sinistrorsely  
 sinsemilla  
 sinuosity  
 sinuous|ly, -ness  
 sinusitis  
 sinusoid  
 sinusoidal  
 sisal\*  
 slanderous|ly, -ness  
 slumberous|ly, -ness  
 slumbrous|ly, -ness  
 solicitous|ly, -ness  
 somersault

sonorously  
 sonsy, sonsie  
 sorosis  
 spacious|ly, -ness  
 spars|er, -est  
 sparse|ly, -ness  
 sparsity  
 specious|ly, -ness  
 spirituousness  
 splendiferous|ly, -ness  
 splendidly  
 sponson  
 sponson  
 sponsor  
 spontaneous|ly, -ness  
 spurious|ly, -ness  
 squamous|ly, -ness  
 stasis  
 steatolysis  
 steeplechas|er, -es, -ing  
 stegosaur  
 stegosaurus  
 stenosis  
 stertorous|ly, -ness  
 stonemason  
 strenuous|ly, -ness  
 studious|ly, -ness  
 stupendous|ly, -ness  
 subconscious|ly, -ness  
 subcutaneous|ly, -ness  
 subleas|es, -ing  
 submersible  
 submersion\*\*  
 subversion § Am  
 subversive §  
 sulfurous|ly, -ness  
 sulphurous|ly, -ness  
 sumptuous|ly, -ness  
 supercilious|ly, -ness  
 superfluous|ly, -ness  
 superstitious|ly, -ness  
 supposititious|ly, -ness  
 surreptitious|ly, -ness  
 suspension  
 suspensive  
 suspensory  
 suspicious|ly, -ness  
 symbiosis  
 symphysis  
 synaeresis  
 synarthrosis  
 synchronous|ly, -ness  
 syndesis  
 syndesmosis  
 syneresis

synesis  
synizesis  
synonymously  
synthesis  
synthesise, synthesize  
sysadmin  
sysop

## T

tarsal  
tarsier  
tarsus  
tedious|ly, -ness  
telekinesis  
telson  
tempestuous|ly, -ness  
tenacious|ly, -ness  
tendentious|ly, -ness  
tense|ly, -ness, -r, -est  
tens|ing, -es  
tensile  
tensility  
tension  
tensity  
tensor  
tenuous|ly, -ness  
teosinte  
tergiversate  
tergiversation  
terpischorean  
tersely, -ness, -r, -est  
theosophical  
theosophist  
theosophy  
thesaurus  
thesis  
thimerosal  
thistle  
thistly  
thrombolysis  
thrombos|es, -ing  
thrombosis  
thunderously  
thyrsus  
timeously  
timorous|ly, -ness  
tinsel  
tinselly  
tmesis  
tonogenesis  
tonsil  
tonsillectomy  
tonsillitis  
tonsorial

tonsure  
torsion  
torso  
tortiously  
tortuosity  
tortuous|ly, -ness  
torturously  
toxocariasis  
toxoplasmosis  
traitorous|ly, -ness  
transactinide\*  
transept  
transeunt  
transit\*  
transitive\*  
transitivity\*  
transitory\*  
translatable\*  
translate\*  
translation\*  
translator\*  
transliterate\*  
transliteration\*  
translocate\*\*  
translocation\*\*  
translucence\*  
translucent\*  
transom  
transubstantiate  
transubstantiation  
transudate\*  
transudation\*  
transude\*  
travers|es, -ing  
treacherous|ly, -ness  
treasonously  
tremendous|ly, -ness  
tremulous|ly, -ness  
trestle  
trichinosis  
trichomoniasis  
trisomy  
trypanosome  
trypanosomiasis  
tuberculosis  
tuberosity  
tumultuous|ly, -ness  
tyrannosaur  
tyrannosaurus  
tyrannously  
tyrosine

## U

ubiquitous|ly, -ness  
ulcerously  
unanimous|ly, -ness  
unanswerable  
unanswered  
unceasing  
unceremonious|ly, -ness  
unconscious|ly, -ness  
unconsidered  
unctuous|ly, -ness  
underinsure  
undismayed  
ungenerously  
ungracious|ly, -ness  
uninsured  
unison\*  
universal  
universalism\*  
universalist  
universality  
universally  
university  
unloos|es, -ing  
unloosen  
unobtrusive §  
unperson  
unpretentious|ly, -ness  
unresponsive  
unscrupulous|ly, -ness  
uproarious|ly, -ness  
urinalysis  
ursine  
useless  
usufruct  
usurious|ly, -ness  
utensil  
uxorious|ly, -ness

## V

vacuous|ly, -ness  
vainglorious|ly, -ness  
valorous|ly, -ness  
vamoos|es, -ing  
vaporously|ly, -ness  
varicosity  
various|ly, -ness  
varsity  
vasectomy  
vaseline\*  
vavasar, vavasour  
venison\*  
venomous|ly, -ness  
venously  
venturous|ly, -ness

veracious|ly, -ness  
verbose|ly, -ness  
verbosity  
verminous|ly, -ness  
versant  
versatile  
versatility  
versicle  
versification  
versify  
version\*\*  
verso  
versus  
vertiginous|ly, -ness  
vesica  
vesicle  
vesicular  
vexatious|ly, -ness  
vicarious|ly, -ness  
vicious|ly, -ness  
victorious|ly, -ness  
vigesimal  
vigorous|ly, -ness  
villainous|ly, -ness  
villosity  
villously  
vinosity  
virtuosic  
virtuosity  
virtuoso\*  
virtuous|ly, -ness  
viscosity  
viscous|ly, -ness  
vitreousness  
vivacious|ly, -ness  
viviparously  
vociferous|ly, -ness  
voluminous|ly, -ness  
voluptuous|ly, -ness  
voracious|ly, -ness

zymosis

## **W**

whistle  
whistler  
wondrous|ly, -ness  
worsen  
wrestle  
wrestler

## **Z**

zealous|ly, -ness  
zoisite

## APPENDIX 2

### Classification according to English language levels (without proper names)

#### Note:

(also spec.) – the meaning of a particular word can be also specialized

#### **Intermediate (PET)**

**A** - adventurous|ly, -ness, advertisement\*\*, also, ambitious|ly, -ness, anniversary, answer|ed, -es, -ing,

**B** - basement, basic, basin, bison Am,

**C** - casino, castle, Christmas\*, closely, clos|er, -est comp.adj., comparison§, consider, consist, consume, consumer, controversial, controversy, conversation, conversational, convers|es, -ing, courageous|ly, -ness, crisis, curious|er, -ly, -ness,

**D** - dangerously, decreas|es, -ing, defens|es, -ing, defensive, delicious|ly, -ness, dinosaur, disability, disable, disadvantage, disagree, disagreement, disappear, disappearing, disappoint, disappointment, dislike,

**E** - enormous|ly, -ness, episode, expensive,

**F** - fabulous|ly, -ness, falsely, famous|ly, -ness, fantasy,

**G** - generous|ly, -ness,

**H** - harmonious|ly, -ness,

**I** - increas|es, -ing, irresponsibility, irresponsible,

**L** - listen,

**M** - mysterious|ly, -ness,

**N** - nervous|ly, -ness,

**O** - oasis, often,

**P** - person, personal, phantasy, promis|es, -ing,

**R** - responsibility, responsible,

**S** - sausage (also spec.), serious|ly, -ness,

**T** - translate\* (also spec.), translation\* (also spec.), translator\*,



U - university, useless,

V - version\*\* (also spec.)

### **Upper-intermediate + Advanced (FCE + CAE)**

**A** - abusive\*, accursed, adulterously, advantageous|ly, -ness, allusive Am, ambiguous|ly, -ness, analogously, analysis, anomalous|ly, -ness, answerability, answerable, answerphone, antithesis (also spec.), anxious|ly, -ness, apostle, apprehensibility, apprehensible, apprehension, apprehensive, arsenal, asap, ascension, asthma Am, asthmatic Am, asylum, autonomously, aversion §Am, aversive\*,

**B** - balsam, balsamic, barbarous|ly, -ness, basal §, bas|es, -ing, baseless, basis, biasing,

**C** - calamitous|ly, -ness, carousel\*, carrousel\*, cas|es, -ing, cautious|ly, -ness, ceas|es, -ing, ceaseless, censor, censorial, censorious|ly, -ness, censorship, censurable, censure, ceremonious|ly, -ness, chanson, chas|es, -ing, chaser, chivalrous|ly, -ness, closeness, coars|er, -est, coarsely, coarsen, coarseness, commonsensical, commonsensicality, compensable, compensate, compensation, compensatory, comprehensibility, comprehensible, comprehension, comprehensive, compulsion, compulsive, compulsory, concisely, -ness, conclusive, -ly, -ness §, conclusory §, conscientious|ly, -ness, consciously, consent, consequence, consequent, consequential, conservation, conservationism, conservationist, conservatism, conservative, conservatoire, conservator, conservatory, conserve, considerable, considerate, consideration, consistence, consistency, consistent, consolation, consolatory, console, consul, consular, consulate, consulship, consult, consultancy, consultant, consultation, consumable, consumerism, consuming, consumption, contagious|ly, -ness, contemporaneous|ly, -ness, contentious|ly, -ness, continuous|ly, -ness, conversable, conversationalist, conversely, conversion Am, corsage, counsel, counsellor, counsellor, cours|es, -ing, courser, courteous|ly, -ness, courtesy, curiosity, curs|es, -ing,

**D** - decisive\*, decorous|ly, -ness, defenceless, defensibility, delirious|ly, -ness, delusive §, delusory\*, dens|er, -est, dense|ly, -ness, density, desirous|ly, -ness, desolate\*, desolation\*, devious|ly, -ness, dimension (also spec.), dimensional, dinosaurian, disadvantageous, -ly, -ness, disagreeable, disambiguate, disambiguation, disappearance, disapproval, disapprove, disarm, disarrange, disassociate, disastrous|ly, -ness, discontinuous|ly, -ness, discours|es, -ing, discourteous|ly, -ness, discourtesy, discursive, disembarrass, disembody, disenchant, disengage, disestablish, disharmoniously, dishonest, dishonesty, dishonour, dishonour, dishono(u)rable, disillusion, disinclination, disincline, disinfect, disinfectant, disinfection, disinformation, disingenuous|ly, -ness, disinherit, disinheritance, disintegrate, disintegration, disinterest, disinterested, dislocate, dislocation, disloyal, disloyalty, dismay, dismiss, dismissal, dismissive, dismount, disobedience, disobedient, disobey, disoblige, disorder, disorderly, disorganization, disorganize, disorient, disorientate, disorientation, disown, dispersal, dispersant, dispers|es, -ing, dispersion, dispersive, disregard, disrespect, disrespectful, disrupt, disruption, disruptive, disruptor, disunion, disunite, disunity, disuse, disused, diverse|ly, -ness, diversify, diversion § Am, diversity, divisive §, dubious|ly, -ness,

**E** - ecstasy, elusive, elusory, elusion, emphasis, emphasise, emphasize, encas|es, -ement, -ing, endorsable, endors|ement, -er, -es, -ing, endorsee, ensamble, ensure, envious|ly, -ness, erosive, erroneous|ly, -ness, esoteric, evasive §, exclusive §, exclusivity, excursion\*\*, expansibility, expandible, expansion, expansive, explosive\*, expulsion, extensibility, extensible, extension, extensional, extensionality, extensive, extrinsic,

**F** - falseness, falsification, falsify, falsity, fantasise, fantasize, fasten, fastidious|ly, -ness, fictitious|ly, -ness, flirtatious|ly, -ness, frivolous|ly, -ness, furious|ly, -ness,

**G** - gasoline, generosity, genesis, glamorous|ly, -ness, glisten, glorious|ly, -ness, gluttonously, gorgeous|ly, -ness, gracious|ly, -ness, grandiose|ly, -ness\*, grandiosity, greas|es, -ing,\*, greasy\*, grievous|ly, -ness,

**H** - hazardous|ly, -ness, hideous|ly, -ness, hilarious|ly, -ness, hoarse|ly, -ness, -er, -est, hors|es, -ing, horsy, humorous|ly, -ness, hypnosis, hypocrisy, hypothesis, hypothesise, hypothesize,

**I** - illusive §, illusory §, immense|ly, -ness, immensity, immers|es, -ing, immersion\*, imperious|ly, -ness, impersonal, imprecisely, impulsive, incautious|ly, -ness, inclusive §, incomprehensibility, incomprehensible, incomprehension, inconclusive, inconsiderable, inconsiderate, inconsideration, inconsistency, inconsistent, incredulous|ly, -ness, incurious|ly, -ness, indecisive §, indecorous|ly, -ness, indefensible, inexpensive, infectious|ly, -ness, ingenious|ly, -ness, ingenuous|ly, -ness, inglorious|ly, -ness, inharmonious|ly, -ness, inoffensive, insensibility, insensible, insensitive, insensitivity, insert\*, insertion\*, insist, insistence, insistent, insomnia, insomniac, insular, insult, intens|ely, -eness, -er, -est, intensification, intensifier, intensify, intensity, intensive, interpersonal, intrapersonal, intrusive § (also spec.), invasive § (also spec.), invers|ely, -es (also spec.), inversion §Am (also spec.), irreligious|ly, -ness, irreversibility, irreversible, isolate, isolation,

**J** - jealous|ly, -ness, jealousy, joyous|ly, -ness,

**L** - laborious|ly, -ness, lascivious|ly, -ness, leasable, leas|es, -ing, legislate, legislation, legislative, legislator, legislature, licensing, licentious|ly, -ness, liposuction, loosely, loosen, looseness, ludicrous|ly, -ness, luminosity, luminous|ly, -ness, luxurious|ly, -ness,

**M** - mansard, mansion, marvellous|ly, -ness, marvelous|ly, -ness, masochism, masochist, masochistic, mason (also spec.), melodious|ly, -ness, mendacious|ly, -ness, minstrelsy, miraculous|ly, -ness, misadventure, misadvise, miscellaneous|ly, -ness, mischievous|ly, -ness, misinform, misinformation, misinterpret, misinterpretation, mislead, mismanage, mismanagement, mismatch, misname, misread, misreport, misrepresent, misrepresentation, misrule, misunderstand, missuse, momentous|ly, -ness, monotonous|ly, -ness, monstrosity, monstrous|ly, -ness, morose|ly, -ness, mouselike, mousy, multidimensional, murderous|ly, -ness,

**N** - nausea\*\*, nauseous|ly, -ness\*, nonsensical, notorious|ly, -ness, nuisance (also spec.), numerous|ly, -ness, nurs|es, -ing, nursery, nurserymaid, nursing, nutritious|ly, -ness,

**O** - obeseness, obesity, oblivious|ly, -ness, obvious|ly, -ness, offenseless, offensive, ostentatious|ly, -ness, outrageous|ly, -ness, overambitiously, overanxious|ly, -ness, overdos|es, -ing, overemphasis, overemphasise, overemphasize, oversensitive, oversensitivity,

**P** - paradisa|l\*, peninsula, peninsular, pension, persecute, persecution, persecutor, perseverance, persevere, persist Am, persistence Am, persistent Am, personality, personalization, personalize, personally, personification (also spec.), personify, personnel, persuade, persuasion, persuasive, perversely, -ness, perversion\*\*, perversity, philosopher, philosophic, philosophise, philosophize, philosophy, pious|ly, -ness, piteous|ly, -ness, poisonous|ly, -ness, pompous|ly, -ness, precious|ly, -ness, precision, preposterous|ly, -ness, prestigious|ly, -ness, presumptuous|ly, -ness, previous|ly, -ness, promiscuous|ly, -ness, prophesy, prosperous|ly, -ness, pulsate, pulsation, pulsative, puls|es, -ing, purchas|er, -es, -ing, purpos|es, -ing, purposeless, purposely, pursue,

**R** - rebellious|ly, -ness, reconsider, reconsideration, rehearsal, rehears|es, -ing, reinsurance, reinsure, releas|es, -ing, religiosity, religious|ly, -ness, remorseless, repetitious|ly, -ness, repuls|es, -ing, repulsion, repulsive, rereleas|es, -ing, responsive, reversal (also spec.), revers|ely, -es, -ing, reverse, reversibility, reversible, ridiculous|ly, -ness, rins|es, -ing,

**S** - scandalous|ly, -ness, scrupulosity, scrupulous|ly, -ness, sensation, sensational, senseless, sensibility, sensible, sensitive, sensitivity, sensual, sensuality, simultaneous|ly, -ness, soften, spacious|ly, -ness, sponsor, spontaneous|ly, -ness, stonemason, strenuous|ly, -ness, subconscious|ly, -ness, superstitious|ly, -ness, suspension (also spec.), suspensive (also spec.), suspicious|ly, -ness, synchronous|ly, -ness (also spec.),

**T** - tedious|ly, -ness, tense|ly, -ness, -r, -ing, -s, tension, thesis (also spec.), thunderously, torso, torturously, traitorous|ly, -ness, translatable\*, tremendous|ly, -ness, tyrannously,

**U** - unanimous|ly, -ness, unanswerable, unanswered, unceasing, unceremonious|ly, -ness, unconscious|ly, -ness, unconsidered, ungenerously, ungracious|ly, -ness, uninsured, unison\*, universal (also spec.), universality, universally, unloos|es, -ing, unresponsive, unscrupulous|ly, -ness, utensil,

**V** - vacuous|ly, -ness, vaporous|ly, -ness, various|ly, -ness, venison\*, venomous|ly, -ness, versify, versus, vicious|ly, -ness, victorious|ly, -ness, vigorous|ly, -ness, villainous|ly, -ness, virtuosic, virtuosity, virtuoso\*, virtuous|ly, -ness,

**W** - whistle, whistler,

### **Proficient (CPE)**

**A** - abas|es, -ing, abasement, abrasive\* (also spec.), abstemious|ly, -ness, abstruse|ly, -ness, abstrusity, acrimonious|ly, -ness, adventitious|ly, -ness (also spec.), adversarial, adversary, adversative, adverse|ly, -ness, adversity, amanuensis, ambidextrously, amoroso, amorous|ly, -ness, amphibious|ly, -ness, anabasis, anfractuosity, animosity, ansaphone, anserine, anticonvulsant, apostasy, apotheosis, arduous|ly, -ness, argosy, arsing, asinine, asininity, aspersion\*, assuasive, asunder, atrocious|ly, -ness, audacious|ly, -ness, auspicious|ly, -ness, avaricious|ly, -ness,

**B** - baser, bellicose|ly, -ness, bellicosity, bibulous|ly, -ness, bilious|ly, -ness (also spec.), boisterous|ly, -ness, bosun, bounteous|ly, -ness,

**C** - cacophonously, cadaverous|ly, -ness, callous|ly, -ness, calumniously, camisole, cantankerous|ly, -ness, capacious|ly, -ness, caparison, capricious|ly, -ness, captious|ly, -ness, caravansary, caravanserai, casement, catalysis (also spec.), cavernously, cens|es, -ing, censer, census, centesimal, circuitous|ly, -ness, clamorous|ly, -ness, clangorously, clerisy, cohesive\*, collusive\*, commensal (also spec.), commensurability, commensurable, commensurate, commodious|ly, -ness, compendious|ly, -ness, comprehensivization, comprehensivize, comsat, condescension, congruous|ly, -ness, consanguineously, consanguinity, consecrate, consecration, consecrator, consecutive, consensual, consensus, conservancy, consign, consignee, consignment, consignor, consistorial, consistory, consolidate, consolidation, consolidator, consort, consortium, conspicuous|ly, -ness, consuetude, consultative, consultatory, consummate, consummation, consumptive, contemptuous|ly, -ness, conterminously, contiguous|ly, -ness, contumacious|ly, -ness, contumeliously, conversant, conversazione, convulsant, convuls|es, -ing, convulsion, convulsive, copious|ly, -ness, corrosive\*, corsair, corselet, cor|se, -eted, -eting, -ets, corsetry, coterminously, covetous|ly, -ness, crapulousness, crasis, creas|es, -ing, credulous|ly, -ness, crusade, crusader, curiosa\*, cursory, curvaceous/curvacious|ly, -ness, cutaneously, cutesy, cutpurses, cynosure\*,

**D** - debas|e, -ement, -er, -es, -ing, deceas|es, -ing, deciduous|ly, -ness, deconsecrate, deconsecration, degreas|es, -ing\*, deleterious|ly, -ness, delous|es, -ing\*, demersal, derisive §, derisory §, desecrate, desecration, desuetude, desultory, dexterous|ly, -ness, dextrous|ly, -ness, diaphanous|ly, -ness, diffuse|ly, -ness (also spec.), diffusive\*, dimensionality, diocesan\*, dis|abuse, disaffected, disaffection, disaffiliate, disaffiliation, disafforest, disafforestation, disallow, disapprobation, disarmament, disarray, disavow, disavowal, disbursing, disbursement, disconsolate, disembark, disembarkation, disemboque, disembowel, disembroil, disencumber, disendow, disenfranchise, disentangle, disestablishmentarian, dishabille, disincentive, disinfect, disinfection, disinter, disinterment, disinvest, dislodge, dismantle, dismast, dismember, dismemberer, dismemberment, dispensable, dispensary, dispensation, dispens|es, -ing, disputatious|ly, -ness, disrelish, disremember, disrepair, disreputable, disrepute, disrobe, dissension, dissuasive\*, distension, diversification, diversionary, dolorous|ly, -ness, dosage §, dous|es, -ing, duplicitously, duteous|ly, -ness,

**E** - efficacious|ly, -ness, effusive, egregious|ly, -ness, emulous|ly, -ness, ensilage, ensile, eponymously, equanimously, esurience, esurient, eversion\*\*, excelsior, excursive §, excursus, exiguous|ly, -ness, expansionary, expansionism, extemporaneous|ly, -ness, extraneous|ly, -ness, extrasensory,

**F** - factitious|ly, -ness, fallacious|ly, -ness, falsies, falsifiability, falsifiable, fatuous|ly, -ness, felicitous|ly, -ness, felonious|ly, -ness (also spec.), ferocious|ly, -ness, flenser\*, flexuously, fortuitous|ly, -ness, fractious|ly, -ness, fugacious|ly, -ness (also spec.), fuliginously,

**G** - garrison, garrulous|ly, -ness, gaseousness\*, gasifiable, gasification, gasify, gasolene, gasometer, gelatinous|ly, -ness, gibbosity, gibbous|ly, -ness (also spec.), globose|ly, -ness, globosity, glutinous|ly, -ness, goosander, gratuitous|ly, -ness (also spec.), greaser\*, gregarious|ly, -ness (also spec.), gristle, grouse|es, -ing,

**H** - hansom, heinous|ly, -ness, hellaciously, heresy, heterogeneous|ly (also spec.), -ness, hirsute, homogeneous|ly, -ness (also spec.), horrendous|ly, -ness, horsey,

**I** - idiosyncrasy, idolatrous|ly, -ness, ignominious|ly, -ness, illustrious|ly, -ness, impecuniosity, impecunious|ly, -ness, impersonate, impersonation, impersonator, impervious|ly, -ness, impetuosity, impetuous|ly, -ness, impious|ly, -ness, impresario, impulsion, inauspicious|ly, -ness, incens|es, -ing, incestuous|ly, -ness, incisive §, incommensurable, incommensurate, incommodious|ly, -ness, incongruous|ly, -ness, inconsequence, inconsequent, inconsequential, inconsequentiality, inconsolable, inconspicuous|ly, -ness, incursion\*\*, indigenous|ly, -ness, indispensability, indispensable, indors|es, -ement, -ing, industrious|ly, -ness, infelicitously, iniquitous|ly, -ness, injudicious|ly, -ness, injurious|ly, -ness, innocuous|ly, -ness, insalubrious|ly, -ness, insensate, insipid, insipidity, insolation (also term), insole, insolence, insolent, instantaneous|ly, -ness, insularism, insularity, insulate, insulation, insulator, insurrection, insurrectionary, intension, intensional, interspersion, intransigence\*, intransigent\*, intravenously, intrinsic\* (also spec.), introversion\*\* (also spec.), invidious|ly, -ness, isagogic, isochronal, isochronicity, isochronise, isochronize, isochronous, isochrony, isoclinal (also spec.), isthmus,

**J** - jettison\*, jocosely, jocosity, judicious|ly, -ness,

**L** - lamasery, langsyne, languorous|ly, -ness, lecherous|ly, -ness, licensee, licensor, litigious|ly, -ness, loosey-goosey, loquacious|ly, -ness, lubricious|ly, -ness, lugubrious|ly, -ness, luscious|ly, -ness, lustrous|ly, -ness, lustrous|ly, -ness,

**M** - mafioso\*, magnanimous|ly, -ness, malicious|ly, -ness (also spec.), malodorous|ly, -ness, masonry (also spec.), mausoleum\*, mellifluous|ly, -ness, mensurability, mensurable, mensural, meretricious|ly, -ness, meritorious|ly, -ness, metamorphosis (also spec.), meticulous|ly, -ness, misalign, misalliance, misapplication, misapply, misapprehend, misapprehension, misappropriate, misappropriation, mislay, mismeasure, misnomer, morsel, mousey, multifarious|ly, -ness, multitudinously, mutinous|ly, -ness,

**N** - nauseate\*\*, nebulosity, necessitous|ly, -ness, nefarious|ly, -ness, noos|es, -ing, noxious|ly, -ness, nurseling, nurseryman, nursling,

**O** - obeisance, obnoxious|ly, -ness, obsequious|ly, -ness, obstreperous|ly, -ness, obtrusive §, obtuse|ly, -ness, obverse (also spec.), odious|ly, -ness, odoriferous|ly, -ness, odorous|ly, -ness, officious|ly, -ness, oleaginous|ly, -ness, ominous|ly, -ness, onerous|ly, -ness, opprobrious|ly, -ness, ostensible, ostensive, otiosely\*, otiosity, overcompensate (also spec.), overzealous|ly, -ness,

**P** - palisade, paradisiacal, parasol, parlous|ly, -ness, parsimonious|ly, -ness, parsimony, parson, parsonage (also spec.), parsonic, pendulous|ly, -ness, pensile, pensionable, pensioner, pensive, penurious|ly, -ness, perfidious|ly, -ness, perilous|ly, -ness, pernicious|ly, -ness, persecutory, perseverate, perseveration, perseverative, persnickety, persona (also spec.), personable, personage, personate (also spec.), personation, personator, perspicacious|ly, -ness, perspicuous|ly, -ness, pertinacious|ly, -ness, pervasive\*, perverse, perviousness, pestiferously, pharisaic, pharisee, platitudinously, plenteous|ly, -ness, pomposity, ponderous|ly, -ness, populous|ly, -ness, portentous|ly, -ness, posthumous|ly, -ness, precarious|ly, -ness, preciousness, precipitous|ly, -ness, precis|ed, -es, -ing, preclusive Am, precocious|ly, -ness (also spec.), precursive, precursor, precursory, predeceas|es, -ing, prehensile, prelusive Am, premis|es, -ing (also spec.), prepensely, presage, pretension, pretentious|ly, -ness, proconsul, proconsular, proconsulate, proconsulship, prodigious|ly, -ness, profuse|ly, -ness, propensity, propitious|ly, -

ness, propulsion, propulsive, prosecute (also spec.), prosecution (also spec.), prosecutor (also spec.), prosecutorial (also spec.), proselyte, proselytism, proselytize, prosthesis, pseudonymously, pugnacious|ly, -ness, pulsatile, pulsator, pulsatory, punctilious|ly, -ness, purposive, pursuance, pursuant, pursuer (also spec.), pursuit, pursuivant, pusillanimity\*, pusillanimous\*,

**Q** - querulous|ly, -ness,

**R** - rambunctious|ly, -ness, rampageous|ly, -ness, rancorous|ly, -ness, ransom, rapacious|ly, -ness, rapturous|ly, -ness, raucous|ly, -ness, ravenous|ly, -ness, recension, reclusive, recompens|es, -ing, reimburs|ement, -es, -ing, reprehensibility, reprehensible, reprehension, repurposes, -ing, reseda (also spec.), retroversion (also spec.), reversion\*\* (also spec.), reversionary\*\*, revulsion (also spec.), righteous|ly, -ness, rigorous|ly, -ness, riotous|ly, -ness, rugosity (also spec.), ruinous|ly, -ness, rumbustious|ly, -ness, rustle, rustler, rustling,

**S** - sacrilegious|ly, -ness, sacrosanct, sacrosanctity, sagacious|ly, -ness, salacious|ly, -ness, sanctimonious|ly, -ness, saponaceousness, scabrous|ly, -ness, scrofulous|ly, -ness, scrumptious|ly, -ness, scurrilous|ly, -ness, seclusive §, seditious|ly, -ness, sedulous|ly, -ness, sensate, sensationalise, sensationalize, sensationalism (also spec.), sensitize (also spec.), sensor, sensory (also spec.), sensuous, -ly, -ness, sententious|ly, -ness, serendipitously, sinuosity, sinuous|ly, -ness (also spec.), slanderous|ly, -ness, slumberous|ly, -ness, slumbrous|ly, -ness, solicitous|ly, -ness, somersault, sonorously, sonsie, sonsy, spars|er, -est, sparse|ly, -ness, sparsity, specious|ly, -ness, spirituousness, splendiferous|ly, -ness, splendidly, sponson (also spec.), spurious|ly, -ness (also spec.), squamous|ly, -ness, stasis (also spec.), steeplechas|er, -es, -ing, stertorous|ly, -ness, studious|ly, -ness, stupendous|ly, -ness, subcutaneous|ly, -ness, subleas|es, -ing, submersible, submersible, submersion\*\*, subversion § Am, subversive §, sumptuous|ly, -ness, supercilious|ly, -ness, superfluous|ly, -ness, supposititious|ly, -ness, surreptitious|ly, -ness, suspensory, sysadmin, sysop,

**T** - tempestuous|ly, -ness, tenacious|ly, -ness, tendentious|ly, -ness, tensile, tensility, tensity, tenuous|ly, -ness, tergiversate, tergiversation, terpsichorean (with initial capital letter also spec.), tersely, -ness, -r, -est, thistly (also spec.), timeously, timorous|ly, -ness, tinselly, tonsorial, tonsure, torsion (also spec.), tortuosity, tortuous|ly, -ness, transit\* (also spec.), transitory\*, translocate\*\*, translocation\*\* (also spec), translucence\*, translucent\*, transubstantiate (also spec.), transubstantiation (also spec.), transudate\*, transudation\*, transude\*, travers|es, -ing (also spec.), treacherous|ly, -ness, treasonously, tremulous|ly, -ness, tumultuous|ly, -ness,

**U** - ubiquitous|ly, -ness, unctuous|ly, -ness, underinsure, undismayed, unloosen, unobtrusive §, unperson, unpretentious|ly, -ness, uproarious|ly, -ness, ursine, usurious|ly, -ness, uxorious|ly, -ness,

**V** - vainglorious|ly, -ness, valorous|ly, -ness, vamoos|es, -ing, varsity, venously, venturous|ly, -ness, veracious|ly, -ness, verbose|ly, -ness, verbosity, verminous|ly, -ness, versant, versatile (also spec.), versatility (also spec.), versicle (also spec.), versification, vertiginous|ly, -ness, vexatious|ly, -ness (also spec.), vicarious|ly, -ness (also spec.), vitreousness, vivacious|ly, -ness, vociferous|ly, -ness, voluminous|ly, -ness, voluptuous|ly, -ness, voracious|ly, -ness,

**W** - wondrous|ly, -ness, worsen, wrestle, wrestler,

**Z** - zealous|ly, -ness,

### **Specialized**

**A** - abomasum, adenosine, adhesive\*, adiposeness\*, adiposity, aerobiosis, aerosol, agranulocytosis, allochthonously, alsike, amaurosis, amebiasis, amoebiasis, amorphous|ly, -ness, anacrusis, analysand, anamnesis, anastomosis, anglesite, anisogamy, anisomorphic, anisotropic, ankylosis, antialias|es, -ing, antipersonnel, antiphra<sup>s</sup>is, anuresis, aphaeresis, apheresis, aphesis, apodosis, apoptosis, aposiopes<sup>i</sup>s, arsenate, arsenic, arsenide, arsine, arsis, arson, arsonist, arteriosclerosis, asafoetida, asarabacca, asbestosis, asymptote, asymptotic, atherosclerosis, athetosis, autochthonously,

**B** - basaltic, basenji, basidiomycete, basidium, basinet, basophil\*, basophilic\*, biodiversity, boson\*, brachiosaurus,

**C** - callosity, candidiasis, carnivorous|ly, -ness, casein, cataphoresis, catastasis, catechesis, chlorosis, chromosomal, chromosome, chrysalid, chrysalides, chrysalis, chrysanth\*, chrysanthemum\*, chryselephantine, chrysolite, chryso<sup>p</sup>rase, chrysotile, cirrhosis, coccidiosis, condensate, condensation, condensing, condenser, consols, consonance, consonant, consonantal, cosec, cosecant, cosech, coset, cosine, counteroffensive, creosol, creosote, cresol, cursive, cursor, cursorial, cyanosis, cytosine,

**D** - declension, desensitization, desensitize, dextrorsely, diaeresis, diagnosis\*, dialysis, diaphoresis, diaphysis, diathesis, dieresis, diffusivity, dioeciously, diplo<sup>s</sup>is, disequilibrium, disinflationary, ditransitive, diuresis, dolichosaurus, dorsal, dosimeter, dosimetry, drosophila, dysarthria, dysentery, dyslalia, dyslectic, dyslexia, dyslexic, dysmenorrhea, dysmenorrhoea, dysuria,

**E** - electroconvulsive, electrolysis, elephantiasis, emphysema\*, emulsification, emulsify, emulsion, enarthrosis, endometriosis, endosmo<sup>s</sup>is, enosis, entasis, entresol, enuresis, eosin, eosinophil, epenthesis, epenthese<sup>s</sup>e, epenthesize, epexegesis, epiclesis, epiphysis, erysipelas, esophageal, esophagus, euphonious|ly, -ness, exegesis, exogamously, exogenously, extensor, extravasate, extravasation, extraversion\*\*, extroversion\*\*,

**F** - falsetto, fibrositis, filariasis, fluorosis, forensic\*, forsythia, freemason, freemasonry,

**G** - gasohol, geodesic, geodesist, giardiasis, ginseng, glucoside, glycoside, grison\*, guanosine\*,

**H** - hadrosaur, haemodialysis, haemolysis, halitosis, helminthiasis, hemodialysis, hemolysis, herbivorously, homeostasis, homonymously, hortensia, hydrolysis, hypertension, hypertensive, hypostasis, hysteresis,

**I** - ichthyosaurus, ichthyosis, iconostasis, icosahedron, implosive\*, insulin, intransitive\*, intransitivity\*, intravasate, intravasation, isenthalpic\*, isentropic\*, isobar, isobaric, isobath, isochromatic, isocline, isoclinic, isogloss, isohyet, isolative, isomer, isomeric, isomerism, isometric, isomorph, isomorphic, isomorphism, isophone, isopleth, isoprene, isopropyl, isosceles, isospora, isotherm, isotonic, isotope, isotopic,

**K** - keelson, kenosis, keratosis, kerosene, kerosine, ketosis, kyphosis,

**L** - leishmaniasis, leprosarium, leprosy, leprosy|ly, -ness, leptospirosis, lewisite, libellously, listeriosis, lordosis, lysergic, lysol, lysosome, lystrosaur,

**M** - madrasa, madrasah, magnesia\*, magnesite, malversation, marcasite, marsupial, masonic\*, megalosaur, meiosis, menses, mensuration, merganser\*, mesencephalon\*, mesenchyme\*, mesolect\*, mesolectal\*, mesomorph\*, mesomorphic\*, mesothelioma\*, mesothelium\*, mesozoic\*, metastasis, metastasise, metastasize, metatarsal, metatarsus, metathesis, metathesise, metathesize, metempsychosis, mimesis, misandry, misanthrope, misanthropic, misanthropist, misanthropy, misogynist, misogynistic, misogyny, mitosis, monoeciously, monogamously, mononucleosis, monsoon, mortises, -ing, mycosis, mydriasis, myosin, myxomatosis,

**N** - narcosis, necrosis, neoconservative, neurosis, nisi, noesis,

**O** - occlusive§, oesophageal, oesophagus, omasum, omnivorous|ly, -ness, onchocerciasis, ontogenesis, ornithosis, orthosis, osmosis, osseously, osteoporosis, overcompensation, oviparously,

**P** - palingenesis, paralysis, parasite, parasitic, parasitism, parasitology, parasynthesis, parenthesis, parenthesise, parenthesize, paresis, parkinsonian, parkinsonism, paronymously, parsley, parthenogenesis, pasigraphy, patulous|ly, -ness, pedogenesis, percutaneously, periphrasis, peristalsis, perjurious|ly, -ness, persimmon, phagocytosis, photokinesis, photosensitive, photosensitivity, photosensitization, photosensitize, photosynthesis, photosynthesise, photosynthesize, phthisis, physalis, pinocytosis, pityriasis, planetesimal\*, plasmapheresis, plesiosaur, plesiosaurus, pleurisy, plimsole, plimsoll, plosive\*, pneumoconiosis, poinsettia, polygamously, porosity, porous|ly, -ness, posological, posology, postconsonantal, praesidium\*, preconsonantal, predaceousness, predaciousness, prednisolone, prednison\*, presidium\*, prognosis, promise, promisor, proptosis, prosimian, prosodic\*, prosodist\*, prosody\*, prosopopeia, prosopopoeia, protasis, prothesis, protrusive§, psittacosis, psoriasis, psychoanalysis, psychognosis, psychokinesis, psychosis, pterosaur, ptosis, pulsar, pulsimeter, purser, purslane, pyosis, pyrosis,

**R** - radioisotope, recursion Am, recursive, reserpine, responsory, retuseness, rhesus, ribosomal, ribosome Am,

**S** - salsify, salubrious|ly, -ness, salvarsan, samisen, samosa, sanserif\*, sansevieria, sarsen, sarsenet, satyriasis, scansion, scansorial, schistosome Am, schistosomiasis, sclerosis, scoliosis, semiconsonant, semiconsonantal, sensorimotor, sesame, shigellosis, silicosis, sinistrorsely, sinsemilla, sinusitis, sinusoid, sinusoidal, sisal\*, sorosis, sponson, steatolysis, stegosaur, stegosaur, stenosis, sulfurous|ly, -ness, sulphurous|ly, -ness, symbiosis, symphysis, synaeresis, synarthrosis, syndesis, syndesmosis, syneresis, synesis, synizesis, synonymously, synthesis, synthesise, synthesize,

**T** - tarsal, tarsier, tarsus, telekinesis, telson, tensor, teosinte, theosophical, theosophist, theosophy, thesaurus, thimerosal, thistle, thrombolysis, thromboses, -ing, thrombosis, thyrsus, tinsel, tmesis, tonogenesis, tonsil, tonsillectomy, tonsillitis, tortiously, toxocariasis, toxoplasmosis, transactinide\*, transept, transeunt, transitive\*, transitivity\*, transliterate\*,



transliteration\*, transom, trestle, trichinosis, trichomoniasis, trisomy, trypanosome, trypanosomiasis, tuberculosis, tuberosity, tyrannosaur, tyrannosaurus, tyrosine,

**U** - ulcerously, universalism\*, universalist, urinalysis, usufruct,

**V** - varicosity, vasectomy, vaseline\*, vavasor, vavasour, verso, vesica, vesicle, vesicular, vigesimal, villosity, villously, vinosity, viscosity, viscous|ly, -ness, viviparously,

**Z** - zoisite, zymosis

## APPENDIX 3

### English words with Czech equivalents or near-equivalents where <s> is pronounced as /z/ in Czech

<b>A</b>	arteriosclerosis	census
abrasive*	asbestosis	Chelsea
adhesive*	ascension	chlorosis
abstruse ly, -ness	asylum	chromosomal
abstrusity	atherosclerosis	chromosome
adhesive*	athetosis	chrysanth*
adiposeness	aversion § Am	chrysanthemum*
adiposity	aversive*	chrysolite
adventurous ly, -ness	<b>B</b>	chrysoprase
adversative	balsam	chrysotile
adverse ly, -ness	balsamic	cirrhosis
adversity	basal §	coccidiosis
aerobiosis	basaltic	cohesive*
Aesop	bas es, -ing	collusive*
Aesopian	baseless	commensal
agranulocytosis	basement	commonsensical
allusive Am	baser	commonsensicality
amaurosis	basic	compensable
ambitious ly, -ness	basidiomycete	compensate
amebiasis	basidium	compensation
anabasis	basis	compensatory
anacrusis	basophil*	comprehensibility
analysis	basophilic*	comprehensible
anamnesis	boson	comprehension
anastomosis	bilious ly, -ness	comprehensive
animosity	biodiversity	comprehensivization
anisogamy	bison Am	comprehensivize
anisomorphic	cadaverous ly, -ness	compulsion
anisotropic	callosity	compulsive
ankylosis	callous ly, -ness	concise ly, -ness
anticonvulsant	camisole	conclusive
antiphrosis	candidiasis	conclusory §
antithesis	capricious ly, -ness	condensate
anuresis	captious ly, -ness	condensation
anxious ly, -ness	catalysis	condensing
aphaeresis	cataphoresis	condenser
apheresis	catechesis	consensus
apoptosis	Caucasus	conservancy
aposiopesis	cavernously	conservation
apostasy	cancel	conservationism
apothecosis	cancel	conservationist
apprehension	cancel	conservatism
arsenal	cancel	conservative
arsenic	cancel	conservatoire
arsine	cancel	conservator
arsis	cancel	conservatory
	cancel	conserve

consist  
consistence  
consistency  
consistent  
consistorial  
consistory  
console  
consols  
consonance  
consul  
consular  
consulate  
consulship  
consult  
consultancy  
consultant  
consultation  
consultative  
consultatory  
consumptive  
contagious|ly, -ness  
controversial  
controversy  
conversable  
conversant  
conversation  
conversational  
conversationalist  
conversazione  
convers|es, -ing  
conversely  
conversion Am  
convulsant  
convuls|es, -ing  
convulsion  
convulsive  
copious|ly, -ness  
corrosive\*  
corsair  
corselet  
cor|se, -eted, -eting, -ets  
counteroffensive  
courageous|ly, -ness  
cours|es, -ing  
courser  
courteous|ly, -ness  
courtesy  
crisis  
curiousa\*  
curiosity  
curious|er, -ly, -ness  
cursive  
cursor  
cursorial

cursor  
cyanosis

## D

decisive\*  
defens|es, -ing  
defenseless  
defensibility  
defensive  
delirious|ly, -ness  
delusive §  
delusory\*  
demersal  
dens|er, -est  
dense|ly, -ness  
density  
desensitization  
desensitize  
desolate\*  
desolation\*  
dextrous|ly, -ness  
diaeresis  
diagnosis\*  
dialysis  
diaphoresis  
diaphysis  
diathesis  
dieresis  
diffuse|ly, -ness  
diffusive\*  
diffusivity  
dimension  
dimensional  
dimensionality  
diocesan\*  
diplois  
disconsolate  
discours|es, -ing  
discursive  
disillusion  
disinfect  
disinfectant  
disinfection  
disinflationary  
disinformation  
disintegrate  
disintegration  
disorganization  
disorganize  
disorient  
disorientate  
disorientation  
dispensable  
dispensary

dispensation  
dispersal  
dispersant  
dispers|es, -ing  
dispersion  
dispersive  
distension  
ditransitive  
diuresis  
diverse|ly, -ness  
diversification  
diversify  
diversion § Am  
diversionary § Am  
diversity  
divisive §  
dolorous|ly, -ness  
dorsal  
dosage §  
dosimeter  
dosimetry  
drosophila  
dubious|ly, -ness  
dysentery

## E

ecstasy  
effusive  
electroconvulsive  
electrolysis  
elusive  
elusory  
elusion  
emphasis  
emphasise, emphasize  
emphysema\*  
emulsification  
emulsify  
emulsion  
enarthrosis  
endometriosis  
endosmosis  
entasis  
enuresis  
epenthesis  
epenthesise, epenthesize  
epiclesis  
epiphysis  
episode  
erosive  
esophageal  
esophagus  
evasive §  
eversion\*\*

exclusive §  
 exclusivity  
 excursion\*\*  
 excursive §  
 excursus  
 exegesis  
 expansibility  
 expansible  
 expansion  
 expansionary  
 expansionism  
 expansive  
 explosive\*  
 expulsion  
 extensibility  
 extensible  
 extension  
 extensional  
 extensionality  
 extensive  
 extensor  
 extrasensory  
 extravasate  
 extravasation  
 extraversion\*\*  
 extroversion\*\*

## F

fabulous|ly, -ness  
 falso  
 falseness  
 falsies  
 falsifiability  
 falsifiable  
 falsification  
 falsify  
 falsity  
 famous|ly, -ness  
 fantasise, fantasize  
 fantasy  
 fibrositis  
 filariasis  
 fluorosis  
 forensic\*  
 forsythia

## G

gasifiable  
 gasification  
 gasify  
 gasoline, gasoline

gelatinous|ly, -ness  
 generosity  
 generously, -ness  
 genesis  
 geodesic  
 geodesist  
 giardiasis  
 gibbosity  
 gibbous|ly, -ness  
 glamorous|ly, -ness  
 globosely, -ness  
 globosity  
 gracious|ly, -ness  
 grandiose|ly, -ness\*  
 grandiosity

## H

haemodialysis  
 haemolysis  
 halitosis  
 helminthiasis  
 hemodialysis  
 hemolysis  
 homeostasis  
 hortensia  
 hydrolysis  
 hypertension  
 hypertensive  
 hypnosis  
 hypostasis  
 hypothesis  
 hypothesise, hypothesize  
 hysteresis

## I

ichthyosis  
 iconostasis  
 idiosyncrasy  
 illusive §  
 illusory §  
 immensely, -ness  
 immensity  
 immerses, -ing  
 immersion\*  
 implosive\*  
 imprecisely  
 impulsion  
 impulsive  
 incisive §  
 inclusive §  
 incomprehensibility  
 incomprehensible

incomprehension  
 inconclusive  
 inconsistency  
 inconsistent  
 incurious|ly, -ness  
 incursion\*\*  
 indecisive§  
 indefensible  
 indispensability  
 indispensable  
 ingenious|ly, -ness  
 inoffensive  
 insensibility  
 insensible  
 insensitive  
 insensitivity  
 insert\*  
 insertion\*  
 insist  
 insistence  
 insistent  
 insulate  
 insulation  
 insulator  
 insulin  
 insult  
 intens|ely, -eness, -er,  
 -est  
 intensification  
 intensifier  
 intensify  
 intension  
 intensional  
 intensity  
 intensive  
 intransitive\*  
 intransitivity\*  
 intravasate  
 intravasation  
 intravenously  
 introversion\*\*  
 intrusive§  
 invasive§  
 invers|ely, -es  
 inversion §Am  
 irreligious|ly, -ness  
 irresponsibility  
 irresponsible  
 irreversibility  
 irreversible  
 isenthalpic\*  
 isentropic\*  
 isobar  
 isobaric  
 isobath

isochromatic  
isochronal  
isochronicity  
isochronise, isochronize  
isochronous  
isochrony  
isoclinal  
isocline  
isoclinic  
isohyet  
isolate  
isolation  
isolative  
isomer  
isomeric  
isomerism  
isometric  
isomorph  
isomorphic  
isomorphism  
isophone  
isopleth  
isospora  
isotherm  
isotonic  
isotope  
isotopic

## J

Jerusalem Am

## K

keratosis  
ketosis  
kyphosis

## L

leishmaniasis  
leprous|ly, -ness  
leptospirosis  
listeriosis  
lordosis  
luminosity  
luminous|ly, -ness  
lysosome

## M

magnesite  
malversation  
mausoleum\*  
meiosis

mensural  
mensuration  
mesenchyme\*  
mesolect\*  
mesolectal\*  
mesomorph\*  
mesomorphic\*  
Mesopotamia  
metamorphosis  
metastasis  
metastasise, metastasize  
metatarsal  
metatarsus  
metathesis  
metathesise, metathesize  
metempsychosis  
misandry  
misanthrope  
misanthropic  
misanthropist  
misanthropy  
mitosis  
mononucleosis  
monsoon  
monstrosity  
monstrous|ly, -ness  
morose|ly, -ness  
multidimensional  
mycosis  
mydriasis  
myosin  
mysterious|ly, -ness  
myxomatosis

## N

narcosis  
nausea\*\*  
nauseate\*\*  
nauseous|ly, -ness\*  
nebulosity  
necrosis  
neoconservative  
nervous|ly, -ness  
neurosis

## O

oasis  
obeseness  
obesity  
obtuse|ly, -ness  
occlusive§  
odious|ly, -ness  
oesophageal

oesophagus  
offenseless  
offensive  
officious  
ominous|ly, -ness  
onchocerciasis  
ontogenesis  
ornithosis  
orthosis  
osmosis  
ostensible  
ostensive  
osteoporosis  
overambitiously  
overanxious|ly, -ness  
overcompensate  
overcompensation  
overdoses, -ing  
overemphasis  
overemphasise,  
overemphasize  
oversensitive  
oversensitivity

## P

palingenesis  
paralysis  
parasite  
parasitic  
parasitism  
parasitology  
parasyntesis  
parenthesis  
parenthesise, parenthesize  
paresis  
parthenogenesis  
pasiagraphy  
pedogenesis  
pension  
pensionable  
pensioner  
periphrasis  
pernicious|ly, -ness  
persecute  
persecution  
persecutor  
persecutory  
persist Am  
persistence Am  
persistent Am  
persuade  
persuasion  
persuasive  
pervasive\*

perverse|ly, -ness  
perversion\*\*  
perversity  
phagocytosis  
phantasy  
pharisaic  
pharisee  
philosopher  
philosophic  
philosophise, philosophize  
philosophy  
photokinesis  
photosensitive  
photosensitivity  
photosensitization  
photosensitize  
photosynthesis  
photosynthesisise,  
photosynthesisize  
phthisis  
physalis  
pinocytosis  
pityriasis  
plasmapheresis  
plosive\*  
pneumoconiosis  
pomposity  
pompous|ly, -ness  
porosity  
porous|ly, -ness  
praesidium\*  
preciosity  
precious|ly, -ness  
precis|ed, -es, -ing  
precision  
preclusive Am  
preconsonantal  
precursive  
precursor  
precursory  
presidium\*  
pretension  
proconsul  
proconsular  
proconsulate  
proconsulship  
profuse|ly, -ness  
prognosis  
proptosis  
propulsion  
propulsive  
prosodic\*  
prosodist\*  
prosody\*  
prosthesis

prosthesis  
protrusive§  
psittacosis  
psoriasis  
psychoanalysis  
psychokinesis  
psychosis  
ptosis  
pulsate  
pulsatile  
pulsation  
pulsative  
pulsator  
pulsatory  
puls|es, -ing  
pyrosis

## R

radioisotope  
recension  
reclusive  
recompens|es, -ing  
recursion Am  
recursive  
religiosity  
religious|ly, -ness  
repuls|es, -ing  
repulsion  
repulsive  
reseda  
responsibility  
responsible  
responsive  
retroversion  
reversal  
revers|ely, -es, -ing  
reverse  
reversibility  
reversible  
reversion\*\*  
reversionary\*\*  
reversion\*\*  
revulsion  
rhesus  
ribosomal  
ribosome Am  
rigorous|ly, -ness  
rugosity

## S

satyriasis  
sclerosis  
scoliosis

scrofulous|ly, -ness  
scrupulosity  
scrupulous|ly, -ness  
seclusive §  
sensate  
sensation  
sensational  
sensationalise,  
sensationalize  
sensationalism  
senseless  
sensibility  
sensible  
sensitive  
sensitivity  
sensitize  
sensor  
sensorimotor  
sensual  
sensuality  
sensuous, -ly, -ness  
serious|ly, -ness  
sesame  
shigellosis  
silicosis  
sponsor  
squamous|ly, -ness  
stasis  
steatolysis  
stenosis  
submersion\*\*  
subversion § Am  
subversive §  
suspension  
suspensive  
suspensory  
symbiosis  
symphysis  
synaeresis  
synarthrosis  
syndesis  
syndesmosis  
syneresis  
synthesis  
synthesise, synthesize

## T

tarsal  
tarsus  
telekinesis  
tense|ly, -ness, -r, -ing, -s  
tensile  
tensility  
tension

tensity  
tensor  
thesaurus  
thesis  
thrombolysis  
thrombos|es, -ing  
thrombosis  
tonogenesis  
tonsil  
tonsillectomy  
tonsillitis  
tonsorial  
tonsure  
torsion  
torso  
tortuosity  
tortuous|ly, -ness  
toxoplasmosis  
transit\*  
transitive\*  
transitivity\*  
transitory\*

travers|es, -ing  
trichinosis  
trichomoniasis  
trisomy  
trypanosome  
trypanosomiasis  
tuberculosis  
tuberosity

## U

ulcerously  
ungenerously  
ungracious|ly, -ness  
universal  
universalism\*  
universalist  
universality  
universally  
university  
unresponsive  
unscrupulous|ly, -ness  
urinalysis

## V

varicosity  
vaseline\*  
venously  
verminous|ly, -ness  
versant  
versatile  
versatility  
version\*\*  
vertiginous|ly, -ness  
vesicle  
vesicular  
vigorous|ly, -ness  
villosity  
villously  
virtuistic  
virtuosity  
virtuous|ly, -ness  
viscosity  
viscous|ly, -ness  
voluminous|ly, -ness

## APPENDIX 4

### English words with Czech equivalents or near-equivalents where <s> is pronounced as /s/ in Czech

adenosine	consignor	disruptive
adversarial	consolation	disruptor
adversary	consolatory	dolichosaurus
aerosol	consolidate	dysarthria
anserine	consolidation	dyslalia
apprehensive	consolidator	dyslectic
arsenide	consonant	dyslexia
asthma Am	consonantal	dyslexic
asthmatic Am	consort	dysmenorrhea,
asymptote	consortium	dysmenorrhoea
asymptotic	consubstantial	dysuria
barbarous ly, -ness	consubstantiation	ensamble
basenji	corsage	eosin
bonsai	Corsica	eosinophil
boson*	Corsican	erysipelas
brachiosaurus	cosine	excelsior
capriccioso*	creosol	extrinsic
caravansary	creosote	glycoside
caravanserai	cresol	guanosine*
carousel*	crusade	hadrosaur
carrousel*	cytosine	hirsute
casein	deconsecrate	ichthyosaurus
casino	deconsecration	idiosyncrasy
centesimal	dinosaur	impersonal
chanson	dinosaurian	impersonate
commensurability	disability	impersonation
commensurable	disable	impersonator
commensurate	disharmoniously	impresario
consanguinity	dishonour, dishonour	incommensurable
consecrate	dishono(u)rable	incommensurate
consecration	disincentive	inconsequence
consecutive	disinvest	inconsequent
consecrator	dislocate	inconsequential
consecutive	dislocation	inconsequentiality
consensual	dismember	insolation
consequence	dismemberer	insomnia
consequent	dismemberment	insomniac
consequential	disrespect	insular
consign	disrespectful	insularism
consignee	disput	insularity
consignment	disruption	insurrection



insurrectionary	parsimony	sinusitis
interpersonal	perseverance	sinusoid
intrapersonal	perseverate	sinusoidal
intrinsic*	perseveration	sisal*
isoprene	perseverative	stegosaur
isopropyl	persevere	stegosaurus
kenosis	persimmon	submersible
kerosene, kerosine	person	synzesis
lomasery	persona	telson
legislate	personable	terpischorean
legislation	personage	theosophical
legislative	personal	theosophist
legislator	personality	theosophy
legislature	personalization	thimerosal
leprosarium	personalize	transactinide*
lewisite	personally	transept
liposuction	personate	translatable*
lysergic	personation	translate*
lysol	personator	translation*
lysosome	personification	translator*
lystrosaur	personify	transliterate*
madrassa, madrasah	personnel	transliteration*
mafioso*	planetesimal*	translocate**
magnesia*	plesiosaur	translocation**
mansard	plesiosaurus	translucence*
marcasite	poinsettia	translucent*
masochism	postconsonantal	transubstantiate
masochist	prednisolone	transubstantiation
masochistic	prednisone*	transudate*
megalosaur	premisses, -ing	transudation*
menses	prophecy	transude*
mesencephalon*	proselyte	tyrannosaur
mesozoic*	proselytism	tyrannosaurus
misinterpret	proselytize	tyrannously
misinterpretation	pterosaur	tyrosine
misogynist	pulsar	unison*
misogynistic	pulsimeter	unperson
misogyny	reserpine	usufruct
misuse	responsory	versification
noesis	sacrosanct	versify
nonsensical	sacrosanctity	versus
omasum	salvarsan	vigesimal
palisade	schistosome Am	virtuoso*
parkinsonian	schistosomiasis	zoisite
parkinsonism	semiconsonant	
parsimonious ly, -ness	semiconsonantal	

## APPENDIX 5

### Activity 1 – Teacher’s worksheet

#### Exercise 1

*Before the lesson begins, write the following words on a board jumbled up.*

sensitive /'sensətɪv/

episode /'epɪsəʊd/

fantasy /'fæntəsi/

crisis /'kraɪsɪs/

conservative /kən'sɜ:vətɪv/

basic /'beɪsɪk/

person /'pɜ:sən/

oasis /əʊ'eɪsɪs/

university /,ju:nɪ'vɜ:səti/

conversation /,kɒnvə'seɪʃən/

#### Exercise 2 (Exercise A. on the student’s worksheet)

*Give each of the students a student’s worksheet. Read or play a recording of the words from the previous exercise. The students look at the worksheets and listen to individual words. Then they should find out what the difference between the English words and their Czech equivalents is – the pronunciation of the letter <s> is /s/ in English and /z/ in Czech.*

#### Exercise 3 (Exercise B. on the student’s worksheet)

*The students fill in the gaps in the following sentences with the words given. Then they should discuss correct answers with their partners in pairs so that they are forced to produce the words aloud. The correct answers are in the brackets.*

***basic, conservative, crisis, episode, fantasy, sensitive.***

1. He respects traditional values. He is very \_\_\_\_\_ (conservative).
2. She gets hurt so easily. She is too \_\_\_\_\_ (sensitive).
3. I don’t think he can tell the difference between \_\_\_\_\_ and reality (fantasy).
4. You have to learn only the \_\_\_\_\_ rules of the game (basic).
5. I really like this TV series, I have watched every \_\_\_\_\_ (episode).
6. Greece is in a very difficult economic situation – the country is in \_\_\_\_\_ (crisis).

*When you check the students' answers, ask them the following questions. The correct answers are given in the brackets.*

1. How do you call a place in a desert where there is water and trees growing? (*oasis*)
2. When you graduate from high school, you can apply for \_\_\_\_\_? (*university*)
3. How do you call informal talk between people? (*conversation*)
4. How do you call the activity of imagining things which are very pleasant? (*fantasy*)
5. How do you call a part of a TV series? (*episode*)

#### **Exercise 4**

*Clap your hands at a regular pace (the students can clap their hands as well) and say rhythmically the individual words selected for this activity. You should clap while pronouncing the primary-stressed syllable of a word. The other syllables are pronounced in the gaps between clapping. The students repeat each word.*

#### **Exercise 5**

*Ask the students to hide their worksheets so that they could not see them. They look at the board and have a minute to remember all the words written on it. After that the students turn their backs to the board and meanwhile you erase one of the items from the board. Then they can turn their heads back to the board and try to guess which word is missing. Students produce this word aloud and you should write it on the board again. This should be repeated several times.*

## Activity 1 – Student’s worksheet

### A.

*Listen to the pronunciation of the words below. Try to find out what the difference between these words and their Czech equivalents is.*

sensitive

episode

fantasy

crisis

conservative

basic

person

oasis

university

conversation

### B.

*Fill in the gaps with the following words: **basic, conservative, crisis, episode, fantasy, sensitive.***

1. He respects traditional values. He is very \_\_\_\_\_.
2. She gets hurt so easily. She is too \_\_\_\_\_.
3. I don't think he can tell the difference between \_\_\_\_\_ and reality.
4. You have to learn only \_\_\_\_\_ rules of the game.
5. I really like this TV series, I have watched every \_\_\_\_\_.
6. Greece is in a very difficult economic situations – the country is in \_\_\_\_\_.

## APPENDIX 6

### Activity 2 – Teacher’s worksheet

#### Exercise 1

*Write on the board the base forms of the words selected for this activity: abled, advantage, agree, appear, appoint, honest, like, order. The students should guess how the negative forms of these items are created – by the prefix dis-. When they find this out, ask them whether the prefix dis- is pronounced with /s/ or /z/. You can give a few examples and say both options, e.g. “Is disagree pronounced as /,dɪsəˈɡriː/ or [,dɪzəˈɡriː:]?”. Consequently, the students should figure out that the correct pronunciation is /s/.*

*Afterwards, say the base forms of the items and the students answer the negative forms. You should also point out that the primary stress of these words remains the same as in the base forms and the prefix dis- is unstressed. To increase the students’ attention during this exercise, you can also include words whose negative forms are created by different prefixes, such as: patient – **im**patient, regular – **ir**regular, legal – **il**legal, understand – **mis**understand, smoking – **non**-smoking, friendly – **un**friendly etc.*

## Exercise 2 (Exercise A. on the student's worksheet)

The students work in pairs and they ask their partners the following questions. There are always three options and the student who is asking reads all of them aloud so that he/she could practise the pronunciation even more. The other student replies and they take turns. The correct answers are underlined.

1. How do you call a situation that makes something or someone less successful than other things or people?

- a) disorder
- b) disadvantage
- c) dishonest.

2. When you don't have the same opinion as someone, you

- a) disagree
- b) disappear
- c) dislike.

3. When you don't tidy your room for a month, it will probably be in a complete

- a) disappoint
- b) disorder
- c) disabled.

4. When you don't like something or someone, you \_\_\_\_\_ it/him/her.

- a) disagree
- b) disappoint
- c) *dislike*.

5. When you make someone feel unhappy you \_\_\_\_\_ him/her.

- a) disappoint
- b) disable
- c) disadvantage.

6. When someone lies to you, he/she is \_\_\_\_\_.

- a) disadvantage
- b) dishonest
- c) disabled.

## Exercise 3

Ask the students the following questions and they are supposed to reply. The correct answers are given in the brackets.

1. When you move somewhere where nobody can see you anymore, you ... (*disappear*)
2. How do you call a lack of organization or tidiness? (*disorder*)
3. How do you call someone who can't use a part of his/her body or brain properly because of injury or illness? (*disabled*)
4. When you make someone feel unhappy because something that they hoped for didn't happen, you ... him/her. (*disappoint*)
5. When someone lies or cheats, he is ... (*dishonest*)
6. How do you call an illness of the mind or body? (*disorder*)

## Exercise 4 (Exercise B. on the student's worksheet)

The students are given sentences with gaps. They are supposed to use the words in italics to fill in the gaps. They need to use derived forms of the words. Afterwards they check their

answers with their partners. You should encourage them to read the sentences aloud. (See the brackets for correct answers)

1. Everyone knows him for his \_\_\_\_\_. *dishonest* (dishonesty)
2. He was responsible for her \_\_\_\_\_. *disappear* (disappearance)
3. Elizabeth considered Mr Darcy as a \_\_\_\_\_ man. *disagree* (disagreeable)
4. The party turned out to be a huge \_\_\_\_\_. *disappoint* (disappointment)
5. I can't stand her \_\_\_\_\_ room. *disorder* (disorderly)

**Exercise 5 (Exercise C. on the student's worksheet)**

Ask each of the students to use three of the words with the prefix *dis-* to create three meaningful sentences. Finally, some students should read their examples aloud.

## Activity 2 – Student’s worksheet

### A.

Work in pairs and ask your partner the following questions. There are always three options and only one of them is correct. Take turns.

1. How do you call a situation that makes something or someone less successful than other things or people?

- a) disorder
- b) disadvantage
- c) dishonest.

2. When you don’t have the same opinion as someone, you

- a) disagree
- b) disappear
- c) dislike.

3. When you don’t tidy your room for a month, it will probably be in a complete

- a) disappoint
- b) disorder
- c) disabled.

4. When you don’t like something or someone, you \_\_\_\_\_ it/him/her.

- a) disagree
- b) disappoint
- c) dislike.

5. When you make someone feel unhappy you \_\_\_\_\_ him/her.

- a) disappoint
- b) disable
- c) disadvantage.

6. When someone lies to you, he/she is \_\_\_\_\_.

- a) disadvantage
- b) dishonest
- c) disabled

### B.

Fill in the gaps with the words in italics. You need to use only their derived forms. Check your answers with your partner. Read the sentences aloud.

1. Everyone knows him for his \_\_\_\_\_. *dishonest*
2. He was responsible for her \_\_\_\_\_. *disappear*
3. Elizabeth considered Mr Darcy as a \_\_\_\_\_ man. *disagree*
4. The party turned out to be a huge \_\_\_\_\_. *disappoint*
5. I can’t stand her \_\_\_\_\_ room. *disorder*

### C.

Use three of the words with the prefix *dis-* to create three meaningful sentences.