

## **Stress and i-vowel suffixes: *-ic* and *-ity***

In this lesson, you will:

- See how suffixes function grammatically
- Learn suffixes that control stress in regular and predictable ways
- Begin to discover how stress behaves when multiple suffixes are used on a word

This lesson focuses on two suffixes, *-ic* and *-ity*, both of which are extremely productive in SAE. The explanations given here, coupled with the practice exercises on the accompanying audio file will teach you a stress pattern that applies to thousands of words. This pattern will become so familiar to you that you will be able to use it intuitively.

- 1a. In this exercise, determine how a word's class (noun, verb, adjective, etc.) changes when *-ic* is added to it. Write the class of each word in the space next to it; then answer the following questions:

To what class of word do you add *-ic*? \_\_\_\_\_

What class of word results? \_\_\_\_\_

linguist \_\_\_\_\_ linguistic \_\_\_\_\_

diplomat \_\_\_\_\_ diplomatic \_\_\_\_\_

artist \_\_\_\_\_ artistic \_\_\_\_\_

magnet \_\_\_\_\_ magnetic \_\_\_\_\_

enthusiast \_\_\_\_\_ enthusiastic \_\_\_\_\_

symbol \_\_\_\_\_ symbolic \_\_\_\_\_

optimist \_\_\_\_\_ optimistic \_\_\_\_\_

alcohol \_\_\_\_\_ alcoholic \_\_\_\_\_

atom \_\_\_\_\_ atomic \_\_\_\_\_

bureaucrat \_\_\_\_\_ bureaucratic \_\_\_\_\_

photograph \_\_\_\_\_ photographic \_\_\_\_\_

graph \_\_\_\_\_ graphic \_\_\_\_\_

- 1b. In this exercise, determine which syllable gets the stress when *-ic* is added to it. Write the rule in the space provided.

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<b>Base Word</b>	<b><i>-ic</i> Word</b>
`acid	a`cidic
an`tagonist	antago`nistic
a`ristocrat	aristo`cratic
car`cinogen	carcino`genic
`cataclysm	cata`clysmic
`German	Ger`manic
im`pressionist	impression`istic
indi`vidualist	individual`istic
`logarithm	loga`rithmic
oppor`tunist	opportune`istic
ma`terialist	material`istic
`titan	ti`tanic

- 2a. In this exercise, determine how a word's class (noun, verb, adjective, etc.) changes when *-ity* is added to it. Write the class of each word in the space next to it; then answer the following questions:

To what class of word do you add *-ity*? \_\_\_\_\_

What class of word results? \_\_\_\_\_

legal \_\_\_\_\_                      legality \_\_\_\_\_

eligible \_\_\_\_\_                      eligibility \_\_\_\_\_

ethnic \_\_\_\_\_                      ethnicity \_\_\_\_\_

feasible \_\_\_\_\_                      feasibility \_\_\_\_\_

feminine \_\_\_\_\_                      femininity \_\_\_\_\_

functional \_\_\_\_\_                      functionality \_\_\_\_\_

humid \_\_\_\_\_                      humidity \_\_\_\_\_

irregular \_\_\_\_\_                      irregularity \_\_\_\_\_

adverse \_\_\_\_\_                      adversity \_\_\_\_\_

obscene \_\_\_\_\_                      obscenity \_\_\_\_\_

stupid \_\_\_\_\_                      stupidity \_\_\_\_\_

vital \_\_\_\_\_                      vitality \_\_\_\_\_

- 2b. In this exercise, determine which syllable gets the stress when *-ity* is added to it. Write the rule in the space provided.

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<b>Base Word</b>	<b><i>-ity</i> Word</b>
arti`ficial	artifici`ality
fa`miliar	famili`arity
indi`vidual	individu`ality
`mortal	mor`tality
`opportune	oppor`tunity
`profitable	profita`bility
radio`active	radioac`tivity
re`sponsible	response`bility
se`cure	se`curity
`sensitive	sensi`tivity
su`perior	superi`ority
`universe	uni`versity

3. In this exercise, determine which syllable gets the stress when *-ity* is added to a word ending with *-ic*. Does the stress remain on the syllable before *-ic* or move to the syllable before *-ity*. Why this might be true. Write the rule and explanation in the space provided.

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<b><i>-ic</i> Word</b>	<b><i>-icity</i> Word</b>
ecc`entric	eccen`tricity
e`lastic	elas`ticity
e`lectric	elect`ricity
`ethnic	eth`nicity
his`toric	histo`ricity
`plastic	plas`ticity
`public	pu`blicity
`rustic	rus`ticity
spe`cific	speci`ficity
syn`chronic	synchro`nicity
`toxic	toxi`city
vol`canic	volca`nicity