cK-12

Basic Speller Student Materials
(Being Reviewed)

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Chapter Outline

1.1 Lesson One

Always Vowels:

1. Our alphabet has twenty-six letters. Some are **VOWELS** and some are **CONSONANTS**. The four letters that are **always** vowels are $< a >$, <e>, $< i >$, and <o>.

2. Underline the vowel letters in each word as we have done with *itself* and *join*. Don't worry about the check marks yet:

i<u>tse</u>lf✓	magic	rabbit	favor
j<u>oi</u>n✓	bridge	asking	their
better	knee	village	often

3. Now sort the words into these four groups and check them off the list as we have done with *itself* and *join*. Be careful: Most words go into more than one group:

Words with the . . .

vowel <a>	vowel <e>	vowel <i>	vowel <o>
	itself	*itself*	*join*
		join	

4. When we talk about letters, we put them inside pointed brackets, like this:

$$< a > \quad < e > \quad < i > \quad < o >$$

5. Fill in the blanks. (Don't forget the pointed brackets!) Four letters that are always vowels are ____, ____, ____, and ____.

6. Underline each vowel letter:

above	chance	height	behind
board	whose	believe	phone
voted	region	important	government

7. Now sort the words into these groups and check them off the list:

Words with the . . .

vowel <a>	vowel <e>	vowel <i>	vowel <o>

8. Four letters that are always vowels are _____, _____, _____, and _____. Did you remember the pointed brackets?

1.2 Lesson Two

Sometimes a Vowel, Sometimes a Consonant: <y>

1. Fill in the blanks. Don't forget the pointed brackets: The letters _____, _____, _____, and _____ are **always** vowels.

2. We can use the same word in different ways. For example, the word *blue* sometimes means a color, and sometimes it means "sad." We can also use the same letter in different ways. For example, three letters are sometimes used as vowels and sometimes as consonants. One of them is the letter <y>.

The letter <y>is a consonant when it spells the sound it spells in the word *yes*. When it spells any other sound, it is a vowel.

3. Listen to the sound the <y>is spelling or helping to spell in these words. Then sort the words into the two groups below:

gym	yard	years	every
type	you	they	why
beyond	someday	puppy	yellow

Words in which the <y> is . . .

a consonant	a vowel

4. Fill in the blanks: The four letters that are always vowels are _____, _____, _____, and _____.

5. One letter that is sometimes a vowel and sometimes a consonant is _____.

☞ !!! ☜

Watch the Middles! Fill in the blanks the way we have with *beyond*. As you read and write the word parts, spell them out to yourself, letter by letter.

beyond	
be	*yond*
be	**yond**
be	*yond*
beyond	

years	
year	
	s

seventy	
seven	
	ty

away	
a	
	way

holiday	
holi	
	day

anyone	
any	
	one

1.3 Lesson Three

Sometimes a Vowel, Sometimes a Consonant: <w>

1. Fill in the blank: One letter that is sometimes a vowel and sometimes a consonant is _____. (Did you remember the pointed brackets?)

2. Two other letters that are sometimes vowels and sometimes consonants are <w>and $< u >$. The letter <w>is usually a consonant. It is a vowel only when it teams up with an $< a >$, <e>, or <o>to spell a single sound — as in the words *draw*, *few*, and *low*. So the letter <w>is a vowel only in the two-letter teams <aw>, <ew>, and <ow>.

Everywhere else <w>is a consonant: It is a consonant when it spells the sound it does at the front of *way*. And it is a consonant when it teams up with <r>and <h>— as in *write* and *who*.

3. Listen to the sound the <w>is spelling or helping spell in each of these words. Then sort the words into the two groups below:

away	what	below	went
saw	write	would	new
yellow	women	few	white

Words in which the <w> is . . .

a vowel	a consonant

4. Each word in Column 1 below contains a <w>or a <y>. Sometimes the <w>or <y>is a consonant, sometimes a vowel. Spell each word in Column 1 backwards and you will get a new word. Write these new words in Column 2. Then put a check mark after each word that contains a <w>or <y>that is a vowel. We've given you a start:

TABLE 1.1:

Column 1	Column 2
was	*saw* √
dray √	*yard*
flow	
wets	

TABLE 1.1: (continued)

Column 1	Column 2
straw	

TABLE 1.2:

Column 1	Column 2
pay	
war	
yaws	
draw	
wonk	

1.4 Lesson Four

Sometimes a Vowel, Sometimes a Consonant:

1. The letter $< u >$ is usually a vowel, but it is a consonant when in comes right after the letter <q>, as in *queen*, *quick*, or *unique*. Look carefully at the letter in front of the $< u >$ in each of the following words and then sort the words into the two groups:

queen	quick	should	study	around
unique	you	duck	funny	question
quiet	full	blue	earthquake	squirrel

Words in which the <u> . . .

comes right after the letter <q>		does not come right after the letter <q>	

2. Fill in the blanks: The letter $< u >$ is usually a _____, but it is a consonant when it comes right after the letter _____.

3. The letter $< u >$ is also consonant anytime it spells the sound that is usually spelled with a <w>, the sound you hear at the beginning of *will* and *won't*. When $< u >$ comes right after <q>, it often spells that <w>sound. Here are the seven words you just found in which $< u >$ comes right after <q>:

queen	unique	quiet	quick
earthquake	question	squirrel	

The letter $< u >$ spells the <w>sound in six of these words. Find those six words and write them into the following table:

4. In a few words < u > spells the [w] sound right after the letter <g>. Listen carefully to the sound spelled by the < u > in each of the following words and then sort the words into the two groups:

| language | gum | jaguar | penguin |
| gun | begun | gull | argue |

Words in which the letter <u> . . .

spells the [w] sound	does not spell the [w] sound	

5. Fill in the blanks: The letter < u > is usually a _____, but it is a consonant whenever it comes right after the letter _____. It is also a consonant whenever it spells the _____ as it does in the word _____.

6. The four letters that are always vowels are _____, _____, _____, and _____.

7. The three letters that are sometimes vowels and sometimes consonants are _____, _____, and _____. Did you remember the pointed brackets?

☞ !!! ☜

Word Find. Find the twenty words in the puzzle. Each word contains the letter <e>. As you find them, draw a circle around each one and check it off the list, as we have done with *place*:

place√	close	next	write	queen
went	white	below	new	quiet
yellow	years	they	language	men
penguin	enough	orange	home	were

```
P L A C E A Q U I E T
Q U I L T H U Y K N R
L A N O G U E N G O T
A C X S Y O E J U U H
N Y N E X T N W I G E
G L O W N W J R O H Y
U L Y E A R S M R
A Y Q U I I T Q A S E
G E H M O T F U N R E
E L N S W E N T G
W L M N H K L M E N O
H O M E I B B N O R A
N W L A T U W E R E L
X N G B E L O W A O D
T Y L L W T H O N W W
W H T P E N G U I N C
```

1.5 Lesson Five

Practice with Vowel and Consonant Letters

1. Here are the letters in the English alphabet:

< a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z >

2. In the alphabet above cross off the four letters that are always vowels.

3. Now cross off the three letters that are sometimes vowels and sometimes consonants.

4. So the nineteen letters that remain are **always** consonants. Write them in the blanks below:

5. Read these words carefully. Listen and look for the <y>'s, < u >'s, and <w>'s:

yours	wonderful	women	below
true	lunch	language	quiet
yellow	away	brown	would
they	holiday	year	penguin

6. Sort the words into these groups:

Words with the consonant . . .

<u>	<w>	<y>

7.

Words with the vowel . . .

<u>		<w>	<y>

☞ !!! ☜

Word Squares. Fit the words into the squares. Count letters very carefully. As you use each word, check it off the list. Hint: Only one word has six letters, so start with it:

Three-letter word: six

Four-letter words: fast, loud, next

Five-letter words: funny, quiet, women

Six-letter word: yellow
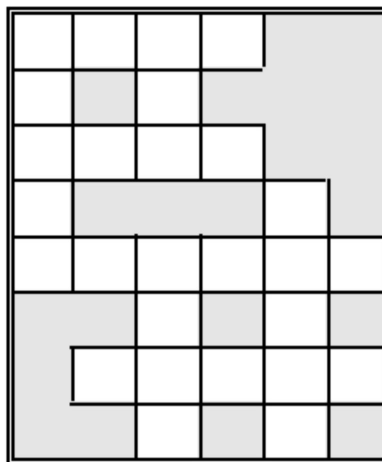
1.6 Lesson Six

V's and C's

1. We use <v> to mark vowel letters, and we use <c> to mark consonant letters — like this:

<div align="center">

agree

vccvv

</div>

2. Mark the vowel and consonant letters in these words:

apple	magic	knee	government
write	their	often	stop
lunch	women	phone	quiet

3. Mark the vowel and consonant letters in these words:

next	penguin	itself	purple
always	queen	enough	dinner
wonderful	fuel	might	true
walk	white	would	every

4. What do we mark with <v>, consonant letters or vowel letters? _____

5. What do we mark with <c>, consonant letters or vowel letters? _____

6. What four letters are always vowels? _____, _____, _____, and _____.

7. What three letters are sometimes vowels, sometimes consonants? _____, _____, and _____.

8. Write a word in which <y> is a consonant: _____

9. Write a word in which < u > is a consonant: _____

10. Write a word in which <w> is a consonant: _____

11. Write a word in which <y> is a vowel: _____

12. Write a word in which < u > is a vowel: _____

13. Write a word in which <w> is a vowel: _____

☞ !!! ☜

Word Scrambles. Unscramble the letters and you will spell some of the words in recent lessons:

klaw _____

tenx _____

ptso _____

ehongu _____

enequ _____

enmow _____

gungaela _____

thiew _____

ruet _____

tique _____

yeerv _____

sawaly _____

dulow _____

witer _____

1.7 Lesson Seven

Test One

TABLE 1.3:

Words	Fill in the blanks
0. *make*	Vowel letters = <u>< a ></u> and <u><e></u>
1.	Vowel letter = _____
2.	Vowel letters = _____ and _____
3.	Vowel letter = _____
4.	Consonant letters = _____, _____, and _____
5.	Consonant letters = _____, _____, and _____
6.	Vowel letters = _____, and _____
7.	Consonant letters = _____, _____, and _____
8.	Consonant letters = _____, _____, and _____
9.	Vowel letters = _____, _____, and _____-__
10.	Consonant letters = _____, _____, and _____

TABLE 1.4:

Words	Fill in the blanks
0. *make*	Vowel letters = <u>< a ></u> and <u><e></u>
1. fast	Vowel letter = <u>< a ></u>
2. funny	Vowel letters = <u>< u ></u> and <u><y></u>
3. its	Vowel letter = <u>< i ></u>
4. next	Consonant letters = <u><n></u>, <u><x></u>, and <u><t></u>
5. white	Consonant letters = <u><w></u>, <u><h></u>, and <u><t></u>
6. they	Vowel letters = <u><e></u> and <u><y></u>
7. women	Consonant letters = <u><w></u>, <u><m></u>, and <u><n></u>
8. yellow	Consonant letters = <u><y></u>, <u><l></u>, and <u><l></u>
9. away	Vowel letters = <u>< a ></u>, <u>< a ></u>, and <u><y></u>
10. quiet	Consonant letters = <u><q></u>, <u>< u ></u>, and <u><t></u>

1.8 Lesson Eight

Letters and Sounds

1. Letters and sounds are two different things: Letters are things you **see**. Sounds are things you **hear**.

2. Say the word *else*. You should hear three sounds in it:

The first sound is spelled by the letter <e>at the front of the word.

The second sound is spelled by the letter <l>.

The third sound is spelled by the letter < s >.

The letter <e>at the end of *else* does not spell a sound.

So you can see four letters, but you can hear only three sounds.

3. First count the letters in each of the words below. Then count the sounds you hear in each one. Be careful: Sometimes two letters work together to spell just one sound. And sometimes a letter may not spell any sound at all, like the final 'e' in *else*. Fill in the blanks:

TABLE 1.5:

	How many letters?	How many sounds?
above		
below		
always		
know		
seventy		
queen		
because		
before		
bridge		
knee		
would		
through		

☞ !!! ☜

Watch the Middles!

writes	
write	
	s

whoever	
who	
	ever

because	
be	
	cause

before	
be	
	fore

government	
govern	
	ment

wouldn't	
would	
	n't

1.9 Lesson Nine

Writing Letters and Sounds

1. When we talk about **letters**, we put them inside pointed brackets, like this: <e>, <l>, < s >. And we call letters by their alphabet names: "ee," "ell," "ess."

But when we talk about **sounds**, we put them inside square brackets, like this: [e], [l], [s]. And we call sounds by names that sound just like the sounds themselves:

The sound [e] is "eh."

The sound [l] is "ll."

The sound [s] is "ss."

2. Draw a single line under each sound. Draw a double line under each letter:

<div align="center">

[e] < e > < p > [t] [r] < m > [i] < q > [k] [j] < j >

</div>

3. In the word *enough* you see the letters _____, _____, _____, _____, _____, and _____.

4. In the word *thought* you see the letters _____, _____, _____, _____, _____, _____, and _____.

5. Which is the first sound you hear in *surprise* _____ < s > or [s]? _____

6. Which is the last sound you hear in *could* _____ <d>or [d]? _____

7. Is [l] called "ell" or "ll"? _____

8. Is <m>called "em" or "mm"? _____

9. In the word *else* are the sounds you hear <e>, <l>, and < s >, or [e], [l], and [s]? _____, _____, and _____.

10. In the word *sell* you hear the sounds _____, _____, and _____.

11. In the word *less* you hear the sounds _____, _____, and _____.

<div align="center">

☞ !!! ☜

</div>

Word Changes. Follow the directions very carefully! Each time you make the changes you are told to, you will spell a new word. Write the new words in the blanks on the right. When you get done, you should be able to fill in the blanks and answer the riddle. We've given you a little bit of a start:

     a. Write the word *queen* in the blank: *queen*
     b. Take away the last three letters and put <ick>in their place: _____
     c. Change the first consonant to a <d>and take away the vowel in front of the <c>: _____
     d. Change the first consonant to a <t>and put an <r>in front of the < u >: _____
     e. Change the vowel to the ninth letter in the alphabet: _____

Riddle: If you fool somebody fast, it's called a $\overline{\text{Word \#2}}$ $\overline{\text{Word \#5}}$.

1.10 Lesson Ten

Practice with Vowel and Consonant Letters and Sounds

1. Count the letters and sounds and fill in the blanks:

TABLE 1.6:

	How many letters?	How many vowel letters?	How many consonant letters?	How many sounds?
penguin				
village				
might				
those				
would				
write				
knows				
chance				
always				
height				
voted				
quick				
enough				
whose				
phone				

2. What do we mark with a <v>? _____.

3. What do we mark with a <c>? _____. _____.

4. What four letters are always vowels? _____, _____, _____, and _____.

5. What three letters are sometimes vowels, sometimes consonants? _____, _____, _____.

6. Which one of these is a sound - [n] or <n>? _____.

7. Which one of these is a letter - [k] or <k>? _____.

☞ !!! ☜

Word Find

This Word Find is shaped like a C because it contains the following twelve words that all start with a **consonant**. As you find them, circle them, and check them off of the list:

below	people	page	quick
penguin	yellow	brothers	sisters
surprise	happy	hop	gets

```
        J  M  P  E  B  X  S  I  S  T
     S  B  E  L  O  W  J  U  Q  I  E  S
     R  E  Z  E  P  N  L  R  T  S  R  I
     P  L  P  E  O  H  A  P  P  Y  S  T
     R  Y  E  L  L  O  W  R  O  T  H  S
     I  E  O  Q  U  I  K  I  D  T  H  E
     S  L  P  A  G  E  T  S           R
     E  L  L  P  A  I  L  E
     S  B  E  R  O  T  Q  H
     B  R  O  T  H  R  U  N           P
     J  O  T  H  E  N  I  P  B  R  O  A
     K  T  S  I  S  T  C  E  A  P  P  G
     L  H  U  H  O  P  K  N  U  R  P  D
     H  E  R  O  P  E  N  G  U  I  N  W
     A  R  P  P  W  N  Z  U  S  S  U  C
        S  I  S  T  E  R  S  U  E  M
```

After you find the twelve and have circled them, write them in alphabetical order in the blanks below:

    a. _____
    b. _____
    c. _____
    d. _____
    e. _____
    f. _____
    g. _____
    h. _____
    i. _____
    j. _____
    k. _____
    l. _____

1.11 **Lesson Eleven**

Some Consonant Sounds and Spellings: [p], [b], [t], [d], [k], and [g]

1. At the beginning and end of *pop* you can hear the sound [p].

At the beginning and end of *bob* you can hear the sound [b].

At the beginning and end of *toot* you can hear the sound [t].

At the beginning and end of *dude* you can hear the sound [d].

At the beginning and end of *kick* you can hear the sound [k].

At the beginning and end of *gag* you can hear the sound [g].

2. Read the following six words. Look and listen carefully. Then fill in the blanks:

        pop   bob   toot   dude   kick   gag

3. In *bob* the sound [b] is spelled with the letter _____.

4. In *pop* the sound [p] is spelled _____.

5. In *toot* the letter <t>spells the sound _____.

6. In *kick* the letter <k>at the front of the word spells the sound _____.

7. In *kick* the letters <ck>at the end of the word spell the sound _____.

Now try these:

8. The word *favor* contains two vowel letters: _____ and _____.

9. *Join* contains two consonant letters: _____ and _____.

10. *Write* contains three consonant letters: _____, _____, and _____.

11. The word *what* contains three consonant letters: _____, _____, and _____.

12. Which do we put inside brackets, letters or sounds? _____.

☞ !!! ☜

Word Changes

Remember to follow the directions carefully. Each time you make the changes, you should spell a new word to put into the blank at the right:

    a. Write the word *toot:* _____

    b. Take away the second vowel and change the second consonant to a < p >: _____

    c. Change the first consonant in the word to the second consonant in the alphabet: _____

    d. Move the $<p>$ to the front of the word; change the <o>to an $<i>$ and put it between the $<p>$ and <c>; add a <k>to the end of the word: _____

    e. Change the first consonant in the word to the eleventh letter in the alphabet: _____

    f. Change the first <k>to the letter that comes right after it in the alphabet: _____

    g. Take away the second consonant in the word and change the <k>to the letter that comes five places after it in the alphabet: _____

    h. Change the first consonant in the word to the letter that comes four places after it in the alphabet: _____

    i. Change the middle letter in the word to an <o>: _____

Riddle. A father who gets mad a lot might be called a $\overline{\text{Word \#9}}$ $\overline{\text{Word \#2}}$.

1.12 Lesson Twelve

The Consonant Sound [p]

1. Underline the letter that spells [p] in the word *perfect*.

2. Underline the letter that spells [b] in the word *behind*.

3. Underline the letter that spells [t] in *itself*.

4. Underline the letter that spells [d] in *wonderful*.

5. Underline the letter that spells [k] in *quiet*.

6. Underline the letter that spells [g] in *government*.

7. In *perfect* and *pop* the sound [p] is spelled $< p >$. But in many words [p] is spelled <pp>. Underline the letters that spell [p] in the following words:

open	appear	spaghetti	purple
puppies	picture	perfect	apple
helicopter	people	stopped	important
prevent	places	upon	zipper

8. Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with [p] spelled . . .

<p>		<pp>

9. Two ways of spelling [p] are _____ and _____.

☞ !!! ☜

Watch the Middles! Fill in the blanks. Remember that as you read and write the word parts, you should spell them out to yourself, letter by letter.

prevent	
pre	
	vent

perfect	
per	
	fect

appear	
ap	
	pear

surprise	
sur	
	prise

purples	
purple	
	s

picture	
pict	
	ure

1.13 Lesson Thirteen

The Consonant Sound [b]

1. Underline the letters that spell the sound [b] in the following words:

blue	below	bridge	about
above	because	rabbit	number
between	bubble	before	brother
better	cabbage	robber	behind
hobby	books	bottom	crabby

2. Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with [b] spelled . . .

<b>		<bb>

3. Two ways of spelling the sound [b] are _____ and _____.

4. Two ways of spelling the sound [p] are _____ and _____. Did you remember the pointed brackets?

☞ !!! ☜

Word Squares. All of the seventeen words below contain the sounds [p] or [b]. Fit the words into the squares. Count letters carefully and try to think ahead about your choices. Start with those words about which you can be absolutely sure:

Two-letter word: be

Three-letter words: pop, apt, lap, pit

Four-letter words: upon, stop, herb, rubs, nobs

Five-letter words: below, happy

Six-letter words: before, crabby, people

Seven-letter word: bubbles

Ten-letter word: helicopter
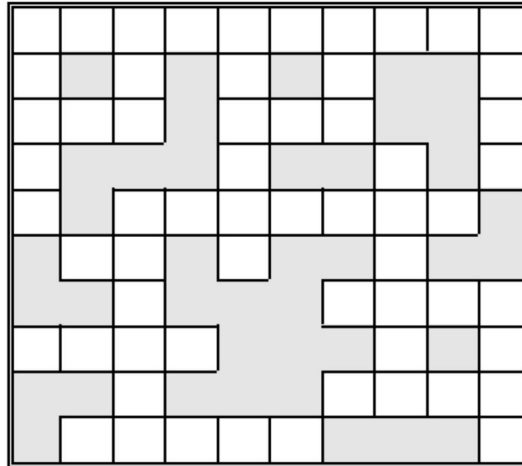
1.14 Lesson Fourteen

The Consonant Sound [t]

1. You can hear the sound [t] at the front and end of the word *toot*. Underline the letters that spell [t]:

about	after	better	account
country	perfect	didn't	different
itself	great	kitten	bottle
starter	little	rabbit	sister
vote	today	fruit	setting
hotter	bottom	until	cannot

2. Now sort the words into these two groups:

Words with [t] spelled . . .

<t>		<tt>

3. Two ways of spelling the sound [t] are _____ and _____.

4. Underline the letters that spell [t], [p], and [b]:

surprise	important	help	appear
about	hobby	because	bridge
prevent	between	spaghetti	ribbon

5. Sort the words into these three groups:

Words with . . .

[p] spelled <p>	[b] spelled <b>	[t] spelled <t>

6.

The word with [p] spelled <pp> . . .

7.

The word with [t] spelled <tt> . . .

8.

The two words with [b] spelled <bb> . . .

9. Two ways of spelling [p] are _____ and _____.

10. Two ways of spelling [b] are _____ and _____.

11. Two ways of spelling [t] are _____ and _____.

☞ !!! ☜

Word Pyramids. In a Word Pyramid you pile shorter words on top of longer ones to form a pyramid. We give you the bottom and longest word. Your job is to take one letter away from that word and rearrange the letters to form a new word that is one letter shorter than the one below it. You keep doing that until you get to the top.

In the Word Pyramid below, each word must contain the sound [t] spelled <t>. The only three-letter word you can make out of *vote* is *toe*, which does contain <t> and goes right above *vote*. The only two-letter word you can make from *toe* is *to*. The only one-letter word with <t>, is *T*, which is short for "tee shirt" and is also used in the phrase, "My new bicycle suits me to a T." Thus, the filled-out Pyramid would look like the following:

```
            T
         T     O
      T     O     E
   V     O     T     E
```

In the Pyramid below, you can make more than one four-letter word that contains [t] spelled <t>: *rate*, *tear*, and *gate*. Either one of them could go right above *great* in the Pyramid. Here is one solution. What other solution can you think of? Remember that each word must contain the sound [t] spelled <t>:

```
            T
         A     T
      E     A     T
   R     A     T     E
G     R     E     A     T
```

```
            
         
      
   
G     R     E     A     T
```
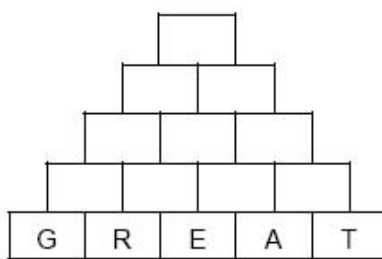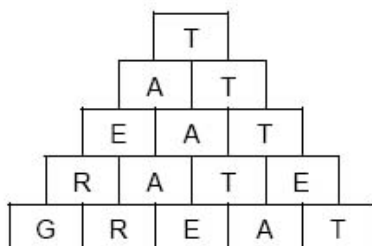
Here is another Pyramid with words that contain [t] spelled <t>:

```
            
         
      
A     F     T     E     R
```
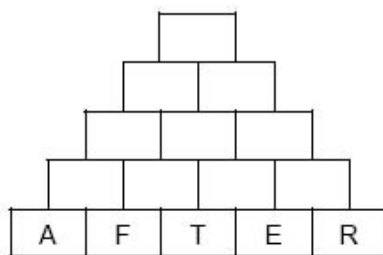
1.15 Lesson Fifteen

The Consonant Sound [d]

1. You can hear the sound [d] at the beginning and end of the word *dude*. Underline the letters that spell [d]:

ducks	holiday	differing	muddy
around	children	didn't	voted
add	middle	sudden	board
good	found	behind	said
beyond	study	danger	under
world	daddy	hidden	reddest

2. Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with the [d] spelled . . .

<d>		<dd>

3. Two ways of spelling the sound [d] are _____ and _____.

☞ !!! ☜

Word Find. Find and circle the fifteen words that contain the sound [d]. Write the ones you find in alphabetical order at the bottom of the page:

children	different	found	aid	muddy
under	today	study	daddy	do
hidden	sudden	middle	add	had

```
        M N D M D D Y U M S
        C H I L D R E N U T D
          O F O A J N D D D F S
          W F X D R B B D Y F E
          A E A D D S R Y U J E
          R R O Y P O N I T X M
          L E R B           B O W U
          E N T M           H D H N
          M T O R           S A I D
          O C X D           G Y D E
          T H A D           S W D R
          F I R L           T U E D
          O S D F O U N D M N X
          U T O B A Y X M I Q D
          S U D D E N K J D D Y
          D D S T O D A X D W R
        D J Y P O S T U R L C
        E K M Q D C H I J E
```

Words in alphabetical order:

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

    f. _____

    g. _____

    h. _____

    i. _____

    j. _____

    k. _____

    l. _____

    m. _____

    n. _____

    o. _____

1.16 Lesson Sixteen

Test Two

TABLE 1.7:

Words:	Fill in the blanks:
0. *brother*	[b] = _< b >_
1.	[b] = _____
2.	[p] = _____
3.	<w>= v or c? _____
4.	<y>= v or c? _____
5.	< u > = v or c? _____
6.	< u > = v or c? _____
7.	<w>= v or c? _____; <y>= v or c? _____
8.	< u > = v or c? _____
9.	< u > = v or c? _____
10.	[p] = _____ and _____

TABLE 1.8: Answers to Test Two

Words:	Fill in the blanks:
0. *brother*	[b] = _< b >_
1. blue	[b] = _< b >_
2. page	[p] = _< p >_
3. below	<w>= v or c? v
4. year	<y>= v or c? c
5. would	< u > = v or c? c
6. quick	< u > = v or c? c
7. always	<w>= v or c? c; <y>= v or c? v
8. under	< u > = v or c? v
9. enough	< u > = v or c? v
10. people	[p] = _< p >_ and _< p >_

1.17 Lesson Seventeen

Matrixes

1. A **matrix** can help you sort out sounds and letters. A **matrix** looks like a big square divided up into smaller squares, like this:
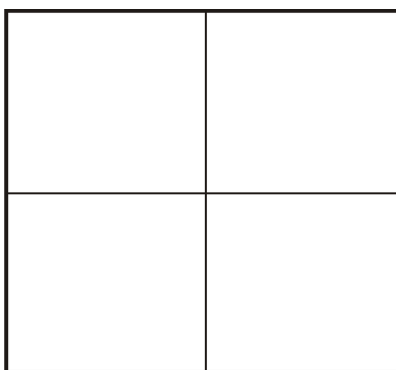
2. A matrix has **columns** and **rows**.

Columns run up and down on the page — like the stone columns in front of a big building.

Rows run across the page — like a row of people on a bench.

So we can label our matrix this way:

	Left Column	Right Column
Top Row		
Bottom Row		
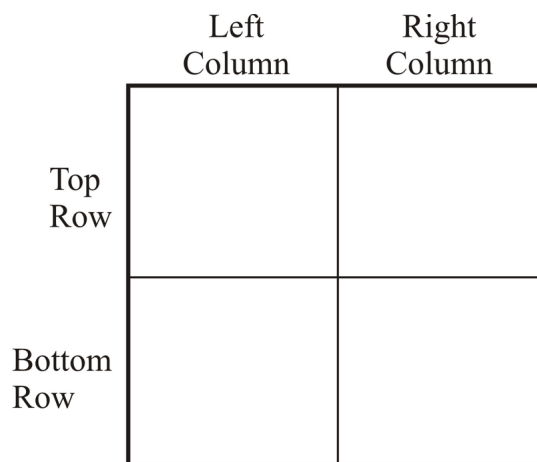
3. We can also number the little squares:

Left Column   Right Column

	Square #1	Square #2
Top Row	Square #1	Square #2
Bottom Row	Square #3	Square #4

4. Squares #1 and #2 make up the top row. Which two squares make up the bottom row? _____ and _____

5. Squares #1 and #3 make up the left column. Which two squares make up the right column? _____ and _____

6. The left column and the top row overlap in Square #1. In what square do the left column and the bottom row overlap? _____

7. What column and row overlap in square #4? _____ column and _____ row

1.18 Lesson Eighteen

Using a Matrix

1. Here is a matrix that we have begun to fill in for you:

	Left Column: Words with [d]	Right Column: Words with no [d]
Top Row: Words with [t]	*voted* Square #1	*write* Square #2
Bottom Row: Words with no [t]:	*holiday* Square #3	*laugh* Square #4

2. In Square #1 we put words that have **both** [d] and [t] sounds, like *voted*. Find the one word below that has both a [d] and a [t] and copy it into Square #1 beneath the word *voted*:

children   middle   today   fruit

3. In Square #2 we put words like *write* that have a [t] but do not have a [d]. Find the word below that does have a [t] but does not have a [d] and copy it into Square #2 beneath the word *write*:

robber   danger   touches   under

4. What word is in Square #3? _____.

5. Does it have a [d]? _____ Does it have a [t]? _____.

6. Be ready to talk about these questions:

Why do we put *holiday* in Square #3?

Why do we put *laugh* in Square #4?

7. Copy these words into the correct squares in the matrix:

study	sudden	perfect	board
bottle	queen	different	world
toward	seventy	surprise	number

7. What direction do columns go on the page? _____

8. What direction do rows go on the page? _____

☞ !!! ☜

Word Scrambles. Unscramble these letters to spell some of the words in this lesson. Some of them are quite hard, so don't be afraid to look over the word lists in this lesson for clues:

dudens _____

dusty _____

dowart _____

trafe _____

driftneef _____

remunb _____

ardob _____

dahoily _____

lahug _____

prerussi _____

1.19 Lesson Nineteen

Practice with Matrixes

1. Two ways of spelling [d] are _____ and _____.

2. Two ways of spelling [t] are _____ and _____.

3. Read these words carefully. Listen for the sounds [d] and [t]. Then sort the words into the matrix. Be careful! When you get done, one square should still be empty:

after	between	didn't	drifting
bottle	lasted	bottom	hotter
around	hidden	board	study
daddy	toward	behind	different

	Words with [d]	Words with no [d]
Words with [t]		
Words with no [t]		

4. List the words from the matrix that contain both [t] and [d]:

5. List the words that contain [t] but no [d]:

6. List the words that contain [d] but no [t]:

☞ !!! ☜

Watch the Middles!

differ	
dif	
	fer

toward	
to	
	ward

touches	
touch	
	es

between	
be	
	tween

1.20 Lesson Twenty

Long and Short

1. Say *at* and *ate* a few times. The sound the $< a >$ spells in *at* is called **short** $< a >$. The sound the $< a >$ spells in *ate* is called **long** $< a >$.

2. Listen carefully for the short $< a >$'s and long $< a >$'s in these words and sort the words into the two groups below:

magic	happy	came	someday
favor	laugh	scratch	than
name	place	same	last
chance	apple	station	take

Words with . . .

short <a>		long <a>	

3. Say *bet* and *beet* a few times. The sound the <e> spells in *bet* is **short <e>**. The sound the <ee> spells in *beet* is **long <e>**. Listen for the short <e>'s and long <e>'s in the following words. Then sort them into the two groups:

queen	best	question	believe
help	yellow	these	then
get	she	seat	leave
three	teacher	rent	seven

Words with . . .

short <e>		long <e>	

☞ !!! ☜

Word Find. The Find below is shaped like the word *LONG* because all thirty words in it contain a long < a > or a long <e>:

always	late	same
ate	leave	seat
be	may	she
between	meat	sheep
came	name	sleep
day	need	take
eat	page	theme
feet	peace	these
gave	place	three
he	queen	today

```
E N E D           N A M E      C B       B S D A       K H T F
S R X O         M I S L E J   H O M     C A M E     T H E M E I
N E E D     W L H R K D X M E A T W R M T S E H I C I E A T
J K E A     O O Q U E E N P S T O O I E H A D R H A M T S H
H I R Y     U N I     F T L T H D I M C E R X E A J
G H Q U     Y T J     E R A L W A Y S O S L E E P T
G G P T     K H U     N I C I E Y S H N D R H W T S     M A Y
A E E J     X E X     D S E N P C T N R O I I H D E         N D
V N J T S R P B B S D     L T M G E H E U L E A V E I A O P D W
E K X A B E T W E E N C D U L A N A I J X A G T N H D T I A E C
B Q U K S T R J   N S H E E P   K C X Q     S H E     E E G W G R
L A T E M N S H     T R D J     J E T U     H V       R X O E
```

1.21 Lesson Twenty-One

Practice with Long and Short

1. Draw a line under each of the sounds below, and draw a double line under each of the letters:

$$[p] \quad <p> \quad <b> \quad [b] \quad <t> \quad <d> \quad [t] \quad [d]$$

2. When we talk about _____, we put them in square brackets.

3. When we talk about _____, we put them in pointed brackets.

4. When we talk about **short** vowel sounds, we just put them in square brackets. So the short < a > sound is written [a]. And the short <e>sound is written [e].

5. But when we talk about **long** vowel sounds, we put them in square brackets and then put a dash over them. The dash that goes over long vowels is called a **macron.** So the long < a > sound is written [ā]. And the long <e>sound is written [ē].

6. Is the short < a > sound in *at* written [a] or [ā]? _____

Is the long < a > sound in *ate* written [a] or [ā]? _____

Is the short <e>sound in *them* written [e] or [ē]? _____

Is the long <e>sound in *theme* written [e] or [ē]? _____

7. Listen carefully for long and short vowel sounds in these words. Then sort the words into the groups below:

leave	than	same	then
went	three	land	station
chance	place	believe	she
make	best	question	laugh

TABLE 1.9: **Words with . . .**

short < a >, [a]	long < a >, [ā]	short <e>, [e]	long <e>, [ē]

8. Write two other words that contain [a]: _____ and _____

9. Write two other words that contain [ā]: _____ and _____

10. Write two other words that contain [e]: _____ and _____

11. Write two other words that contain [ē]: _____ and _____

☞ !!! ☜

Word Pyramids. The following Pyramids are made up of words that contain [a], [ā], [e], or [ē]:

```
      ┌───┐
      │   │
   ┌──┼───┼──┐
   │  │   │  │
 ┌─┼──┼───┼──┼─┐
 │ │  │   │  │ │
┌┼─┼──┼───┼──┼─┼┐
│T │ H │ A │ N │
└──┴───┴───┴──┘
```

```
      ┌───┐
      │   │
   ┌──┼───┼──┐
   │  │   │  │
 ┌─┼──┼───┼──┼─┐
 │ │  │   │  │ │
┌┼─┼──┼───┼──┼─┼┐
│L │ A │ N │ D │
└──┴───┴───┴──┘
```

```
        ┌───┐
        │   │
     ┌──┼───┼──┐
     │  │   │  │
   ┌─┼──┼───┼──┼─┐
   │ │  │   │  │ │
 ┌─┼─┼──┼───┼──┼─┼─┐
 │ │ │  │   │  │ │ │
┌┼─┼─┼──┼───┼──┼─┼─┼┐
│L │ E │ A │ V │ E │
└──┴───┴───┴───┴──┘
```
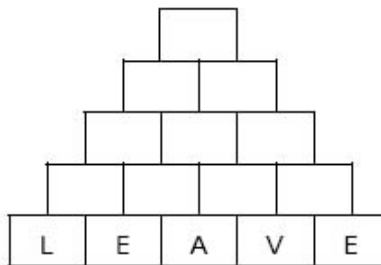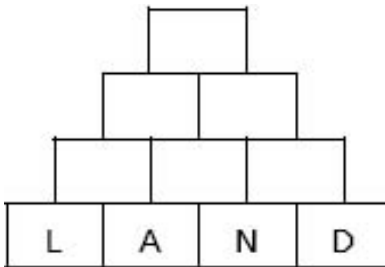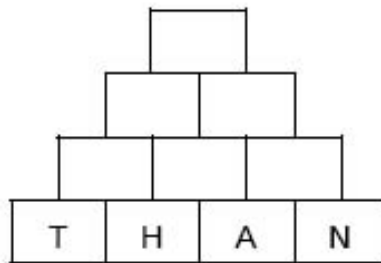
1.22 Lesson Twenty-two

Long and Short

1. You can hear short < i > in the word *hid*. We write it this way: [i]. You can hear long < i > in the word *hide*. We write it [ī].

2. You can hear short <o>in the word *got*. We write it [o]. You can hear long <o>in the word *goat*. We write it [ō].

3. Listen carefully for the long and short < i >'s and <o>'s in these words. Then sort the words into the groups below:

big	sister	twice	write
close	hotter	home	soft
while	height	bridge	six
open	so	bottle	got
hop	those	hide	hid

TABLE 1.10: Words with . . .

[i]	[ī]	[o]	[ō]

4. Read each word below carefully. If the vowel sound in a word is long, put an X in the "Long vowel" column. If the vowel sound in a word is short, put an X in the "Short vowel" column:

TABLE 1.11:

Word	Long vowel	Short vowel
then		*X*
bring		
hide		
last		
name		
still		
leave		
left		
long		
those		
height		
three		
day		
peace		
fruit		
mask		

TABLE 1.11: (continued)

Word	Long vowel	Short vowel
laugh		
twice		
soft		
hide		
hid		
chance		

☞ !!! ☜

Word Find. Find the twelve words that have either long or short <o>'s in them:

hotdog	cannot	long	close
open	dot	so	those
home	on	fox	got

```
    J   T   H   M   E   O   Z   F   O   C

    X   R   H   O   M   E   J   M   O   K   L   R

    R   B   O   C   G   O   T   H   X   I   O   J

    S   K   S   H   T   D   G   L   N   M   S   P

    T   V   E   H   O   T   D   O   G   U   E   I

    U   O   W   Z   Y           X   I   A   B   E

    K   N   F   O   J           O   Q   U   I   X

    L   B   A   C   A   N   N   O   T   S   R   D

    M   L   O   N   T   E   U   P   E   N   A   W

    Q   O   J   G   L   N   G   E   K   M   L   C

    U   N   I   A   U   P   E   N   P   J   S   O

        G   D   O   T   D   F   E   G   I   H
```

List the words in alphabetical order:

    a. _____
    b. _____
    c. _____
    d. _____
    e. _____
    f. _____
    g. _____
    h. _____

    i. _____
    j. _____
    k. _____
    l. _____

1.23 Lesson Twenty-three

The Four Long and Short

1. There are two different short $< u >$ sounds. You can hear the first one in the word *duck*. We write it this way: [u]. We call it **short** $< u >$.

You can hear the second short $< u >$ sound in the word *bull*. We write it this way: [ŏŏ]. We call it **short <oo>**, which sounds like "short ooh".

2. There are also two different long $< u >$ sounds. You can hear the first one in the word *tuna*. We write it [ōō]. We call it **long <oo>**, which sounds like "long ooh."

You can hear the second long $< u >$ sound in the word *mule*. We write this second long $< u >$[yōō]. We call it **long <yu>**, which sounds like "long you."

3. Listen for the short and long $< u >$'s in these words. Then sort the words into the four groups below:

but	used	good	touch
whose	school	few	music
govern	puppy	zoo	enough
fuel	could	through	rule
fruit	view	cube	number

Words with . . .

[u] as in *duck*	[ŏŏ] as in *bull*	[ōō] as in *tuna*	[yōō] as in *mule*

5. Write two other words with [u]: _____

6. Write two other words with [ŏŏ]: _____

7. Write two other words with [ōō]: _____

8. Write two other words with [yōō]: _____

9. Write two words with [i]: _____

10. Write two words with [ī]: _____

11. Write two words with [o]: _____

12. Write two words with [ō]: _____

☞ !!! ☜

Watch the Middles!

kicker	
kick	
	er

couldn't	
could	
	n't

viewer	
view	
	er

throughout	
through	
	out

1.24 Lesson Twenty-four

Long and Short Vowel Patterns: VCV and VCC

1. Write the short vowel sounds. Remember the two short < u > sounds. We've given you a start:

[a] _____ _____ _____ _____ _____

2. Now write the long vowel sounds. Remember the two long < u > sounds:

[ā] _____ _____ _____ _____ _____

3. Find the first vowel letter in each of the following words and mark it <v>. Then mark the next two letters. Mark consonant letters with a <c> and mark vowel letters with a <v>:

mask	back	came	cube
vcc			
kicker	write	those	home
rented	scratched	left	these
bottle	still	rules	often

4. Sort the words into these two groups:

Words with the pattern . . .

vcc		vcv	

5. Now sort the words into this matrix:

	Words with VCC	Words with VCV
Words with long vowels		
Words with short vowels		

6. Fill in the blanks with the words "long" or "short": In the words in this matrix, the vowels in the pattern VCC are _____, but in the pattern VCV the first vowels are _____.

Word Find. The Find below is shaped like a VCV because each of the twenty words in it contains a long vowel in the VCV pattern:

write	cube	hide	open	while
same	home	make	close	like
those	these	use	those	life
rule	ride	music	whose	theme

```
O N          D S       U K M       C T          D W
P R A      H O A     M A K E P    U S E      Y I C
E W R I T E L I K E L I F E B T W H I L E
N R C S H I D E N Z T       J E H U X E R S
C U L A E W H O S E H       R O M U S I C
O L O M S G S C C E O    K S S V Y H D J
  E S E E I    H A R S N Q U    E H O M E
    E D E        T H E M E        W Z E
      T            J L O            V
```

CHAPTER **2** Student 01-Lesson 25-48

Chapter Outline

2.1 Lesson Twenty-five

Another Matrix with VCV and VCC

1. Listen carefully to the long and short vowel sounds in the following words. Then mark the first vowel letter in each word with a <v>and the next two letters after that with either <v>or <c>:

famous	back	sister	these
think	finest	long	home
dance	tuna	huge	music
system	while	which	region
rule	bottle	cube	simple

2. Sort the words into these two groups:

Words with . . .

long vowels		short vowels	

3. Now sort the words into this matrix:

	Words with VCC	Words with VCV
Words with long vowels		
Words with short vowels		

4. In the pattern VCC the vowel is _____, but in the pattern VCV the first vowel is _____.

5. The long vowel sounds are _____, _____, _____, _____, _____, and _____.

6. The short vowel sound are _____, _____, _____, _____, _____, and _____.

7. The four letters that are always vowels are _____, _____, _____, and _____.

8. Three letters that are sometimes vowels, sometimes consonants are _____, _____, and _____.

2.2 Lesson Twenty-six

The Pattern CVC#

1. In the pattern VCV the first vowel is _____, but in the pattern VCC the vowel is _____.

2. There is another pattern that contains a short vowel. But before we look at it, you must learn about the # sign: You can call # "the tic-tac-toe sign." It means "End of the word." When you are marking the \<v\>'s and \<c\>'s in a word and you come to the end of the word, you sometimes use the # to mark the end of the word, like this:

<div align="center">
crab

vc#
</div>

3. Find the vowel marked \<v\>in each word. Then mark the next two letters after that vowel, either \<v\>or \<c\>. If you get to the end of the word before you get all three letters marked, use the tic-tac-toe sign to mark the end of the word. Then look at the words that end VC#. If the letter right in front of the vowel is a consonant, mark it \<c\>, as we have done with *big*:

big	hide	mad	mask
cvc#	v	v	v

like	hid	made	admit
v	v	v	v

bring	hop	cut	ride
v	v	v	v

begin	hope	cube	left
v	v	v	v

nation	then	until	these
v	v	v	v

4. You should have found eight words with the pattern VCV and three words with VCC. You should also have found nine words with a different pattern. That new pattern is _____.

5. Now sort the words into this matrix. It has six squares in it, but don't let that bother you. It works just like the four-square ones. But be careful: There should be three squares still empty when you are done:

	Words with VCV	Words with VCC	Words with CVC#
Words with long vowels			
Words with short vowels			

6. In the pattern VCV the first vowel is _____, but in the pattern VCC the vowel is _____. And in the pattern CVC# the vowel is also _____.

☞ !!! ☜

Watch the Middles!

nation	
nat	
	ion

greenest	
green	
	est

2.3 Lesson Twenty-seven

Test Three

TABLE 2.1:

Words	Fill in the blanks
0. *made*	[ā] = *< a >*, <d>spells *[d]*
1.	[a] = _____
2.	[e] = _____
3.	[d] = _____
4.	[a] = _____, [t]=_____
5.	[t] = _____
6.	< a > spells _____
7.	<ee>spells _____
8.	<w>= C or V? _____
9.	<t>spells _____
10.	[d] = _____

TABLE 2.2: Test Three Answers

Words	Fill in the blanks
0. *made*	[ā] = <u>< a ></u>, <d>spells [d]
1. ask	[a] = <u>< a ></u>
2. get	[e] = <u><e></u>
3. hide	[d] = <u><d></u>
4. after	[a] = <u>< a ></u>, [t] = <u><t></u>
5. went	[t]= <u><t></u>
6. place	< a > spells <u>[ā]</u>
7. queen	<ee>spells <u>[ē]</u>
8. write	<w>= C or V? <u>C</u>
9. toward	<t>spells <u>[t]</u>
10. differ	[d] = <u><d></u>

2.4 Lesson Twenty-eight

The Suffixes -

1. Read the following sentences:

a. Those are **green** apples.

b. They are **greener** than the apples we had before.

c. They are the **greenest** apples I have ever seen.

d. Look at that **black** cloud!

e. It is **blacker** than the other clouds.

f. It must be the **blackest** cloud in the world!

2. Look at the words in bold type again and sort them into these three groups:

TABLE 2.3:

Words that end in \<er\>	Words that end in \<est\>	Words that don't end in \<er\>or \<est\>

3. Look again at the words that end in \<er\>. Each one is made up of two parts: a shorter word and the letters \<er\>. For instance, *greener* is made up of the shorter word *green* plus the letters \<er\>.

Greener means "more green." The part of *greener* spelled \<green\>carries the basic meaning of the word, "green." The part of *greener* spelled \<er\>adds the meaning "more." Since the parts spelled \<green\>and \<er\>add meaning to the word, we call them **elements**.

An **element** is the smallest part of a written word that adds meaning to the word.

When we talk about elements, we italicize them, just as we italicize words: *greener = green + er*

4. Some elements are called **bases**. A **base** carries the basic meaning of the word. In the words *greener* and *greenest* the base is *green*.

Bases like *green* that can stand free by themselves as words are called **free bases**.

A **base** is an element that carries the basic meaning of the word and that can have other elements added to it.

Bases that can stand free by themselves as words — like *green* — are called **free bases**.

5. Some elements are not bases but add meanings to the base. The element *er* adds the meaning "more" to the base *green*: *Greener* means "more green."

The element *er* comes after the base and cannot stand free by itself as a word. An element like *er* that comes after the base and cannot stand free is called a **suffix**. When we write a suffix by itself, we put a hyphen in front of it, to show that it should have something added on there: *-er*.

A **suffix** is an element that goes after the base and that cannot stand free by itself as a word.

6. Here are the four words you found before that end in suffixes *-er* or *-est*. Divide each word into its two elements:

TABLE 2.4:

Word	= First Element (Free Base)	+ Second Element (Suffix)
greener	= *green*	+ *er*
greenest	=	+
blacker	=	+
blackest	=	+

7. Be ready to talk about this question: If the suffix *-er* adds the meaning "more" to *greener* and *blacker*, what meaning do you think the suffix *-est* adds to *greenest* and *blackest*?

2.5 Lesson Twenty-nine

Another Suffix Spelled <er>

1. In words like *blacker* and *greener* the suffix *-er* adds the meaning "more." But another suffix that is also spelled <er>adds a different meaning to words.

Divide each of the following words into a free base and this new suffix spelled <er>:

TABLE 2.5:

Word	= Free Base	+ Suffix
player	=	+
opener	=	+
thinker	=	+
scratcher	=	+
kicker	=	+
viewer	=	+
worker	=	+
starter	=	+
follower	=	+
traveler	=	+
teacher	=	+
backer	=	+

A player is a person who plays a game, and an opener is something that opens something. So we can say that this suffix *-er* adds the meaning "one that does" whatever the base means.

2. Add the suffix *-er* to each of the following free bases to make words with the meaning "one that does":

TABLE 2.6:

Free Base	+ Suffix	= Word
think	+ er	=
call	+ er	=
publish	+ er	=
wreck	+ er	=
back	+ er	=
own	+ er	=
rent	+ er	=
catch	+ er	=
open	+ er	=
follow	+ er	=
travel	+ er	=
view	+ er	=

3. we have two suffixes spelled <er>. One adds the meaning _____ and the other adds the meaning _____.

☞ !!! ☜

Watch the Middles!

follower	
follow	
	er

traveler	
travel	
	er

2.6 Lesson Thirty

The Rule of Simple Addition

1. Words like *greener*, *blackest*, and *player* divide into elements like this:

$$\text{greener} = \text{green} + \text{er}$$
$$\text{blackest} = \text{black} + \text{est}$$
$$\text{player} = \text{play} + \text{er}$$

Elements usually add together just like that with no change to any of them. And that leads us to our first spelling rule: the **Rule of Simple Addition**:

Rule of Simple Addition. Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

2. Below are some elements for you to add together. Some are words and some are suffixes. Some of the suffixes may be new to you, but don't let them scare you. Just remember that all these elements add together by simple addition:

TABLE 2.7:

Free Base + Suffix	= Word
number + s	= *numbers*
back + ed	=
touch + ing	=
few + est	=
hard + est	=
hope + less	=
help + er	=
laugh + ed	=
soft + er	=
govern + ed	=
thought + less	=
walk + ing	=
new + er	=
scratch + er	=
scratch + ing	=
follow + ed	=
follow + er	=
travel + ing	=
travel + er	=
view + er	=

4. Here are some others to do the other way around. We'll give you the word, and you divide them into their two

elements:

TABLE 2.8:

Word	= Free Base + Suffix
harder	= *hard + er*
lifeless	=
helping	=
viewer	=
newest	=
headless	=
drifting	=
owner	=
following	=
walker	=
scratched	=
traveler	=

5. "Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together."

This rule is called the Rule of _____.

2.7 Lesson Thirty-one

Compound Words

1. You have seen that written words are made up of parts that add meanings to the words and are called **elements**. Some words are made up of only one element, a **free base**, like *green* or *travel*. But most words are made up of more than one element. For instance, the word *greenest* is made up of the free base *green* and the suffix *-est*: *greenest = green + est*.

Some words have more than one base. For instance, *somebody* is made up of the two free bases *some* and *body*: In the word *somebody* two shorter words have combined into one longer one.

Words like *somebody* that are made up of two or more shorter words are called **compound words**, or just **compounds**.

2. Starting at START, trace down the lines and through the boxes. As you combine the first words with the second words, you will make twelve compound words. We've given you a bit of a start:

3.

Start

some	every	any

one	place
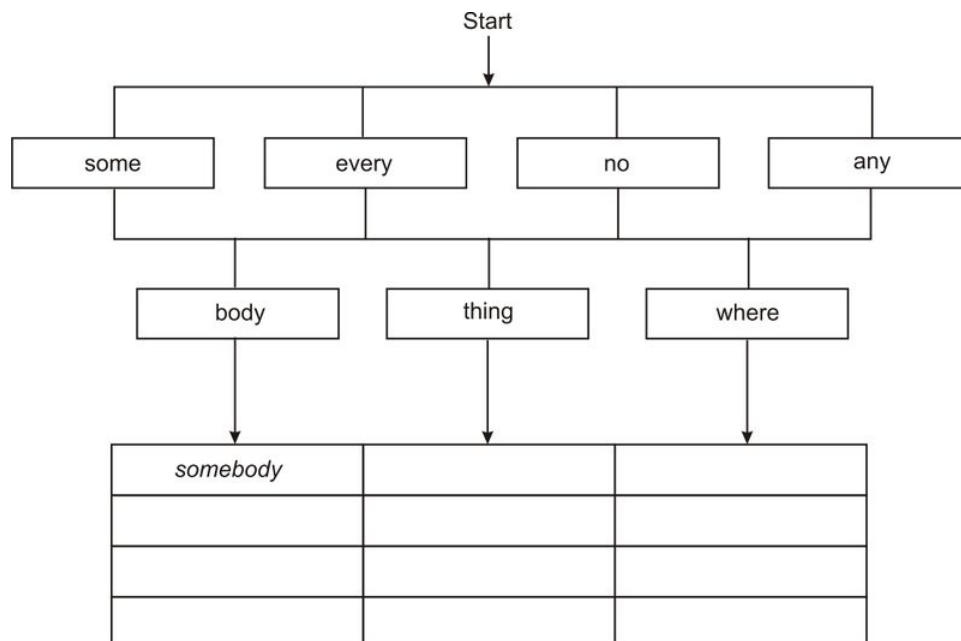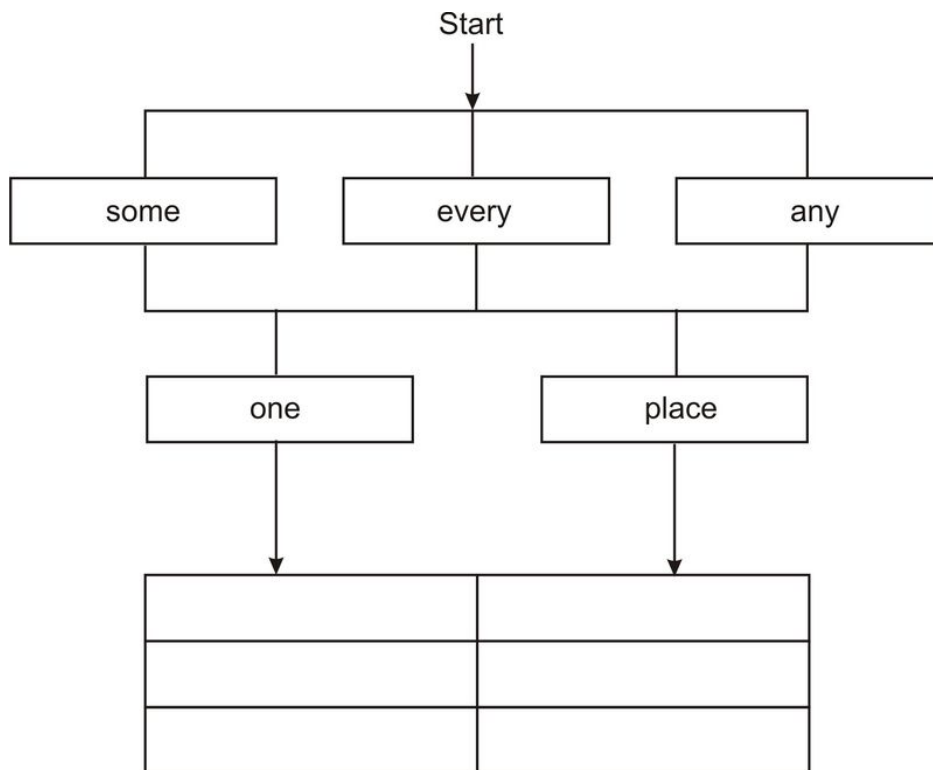
4. We have ten common compound words that start with the free base *some*, like *somebody* and *someone*. See how many of the other eight you can think of to fill in the ten blanks below. (If you can think of more, good! Just add extra blanks.)

somebody			
someone			

5. Divide these compounds into their free bases:

TABLE 2.9:

Compound	= Free Base #1	+ Free Base #2
everyday	=	+
nothing	=	+
anymore	=	+
somewhere	=	+

2.8 Lesson Thirty-two

One Kind of Change: Adding Letters

1. One suffix *-er* adds the meaning _____ to words. Another suffix *-er* adds the meaning _____-_____.

2. The suffix that adds the meaning "most" to words is _____.

3. The following rule is called the Rule of _____.

Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

4. Now we are going to look at one of those reasons for making a change when we add elements together. Read these sentences and sort the seven bold-face words into the groups below:

a. Those are **big** oranges.

b. They are **bigger** than the oranges we had before.

c. They are the **biggest** oranges I have ever seen.

d. That is **hot** soup.

e. It is **hotter** than the soup we had before.

f. It is the **hottest** soup I have ever eaten.

g. She is a good **swimmer**.

Words that end with *-er*	Words that end with *-est*	Words that don't end with *-er* or *-est*

5. In the column labeled "Words" below write the words you found that end with either *-er* or *-est*.

Each of these five words is made up of two elements: a free base and a suffix. But when you take the two elements apart, you find an extra letter right in the middle. Divide each of the four words into its two elements and show the extra letter — just as we have done with *bigger*.

TABLE 2.10:

Words	= Free Base	+ Letter	+ Suffix
bigger	= *big*	+ *g*	+ *er*
	=	+	+
	=	+	+

TABLE 2.10: (continued)

Words	= Free Base	+ Letter	+ Suffix
	=	+	+
	=	+	+

☞ !!! ☜

Word Changes

    a. Write the word *wettest:* _____

    b. Take away the suffix. Be sure you also take away the extra letter! _____

    c. Write the word backwards and then put an $< s >$ in front of it: _____

    d. Change the last letter in the word to the letter that comes seven places in front of it in the alphabet: _____-_____

    e. Move the $< p >$ up to the front of the word. Then move the <st>to the end: _____

    f. Take away the second consonant in the word: _____

Riddle: A dog who has been for a swim is a $\overline{\text{Word \#2}}$ $\overline{\text{Word \#6}}$

2.9 Lesson Thirty-three

Review of Long and Short Vowel Patterns

1. Find the vowel letter marked <v>in each of these words. Then mark the next two letters, either <v>or <c>. If you get to the end of the word before you get all three letters marked, use the tic-tac-toe sign, #, to mark the end of the word. Then with any words that end VC#, mark the letter in front of the vowel <c>if it is a consonant:

station	close	number	admit
v	v	v	v
get	system	genes	place
v	v	v	v
spotting	swim	until	wetness
v	v	v	v
open	finest	cube	rule
v	v	v	v
middle	famous	white	begin
v	v	v	v

2. Now sort the words into this matrix. Be careful! There should be three squares still empty when you are done:

	Words with VCV	Words with VCC	Words with CVC#
Words with long vowels			
Words with short vowels			

3. In the pattern VCV the first vowel is _____, but in the pattern VCC the vowel is _____. And in the pattern CVC# the vowel is also _____.

☞ !!! ☜

Word Squares. Each of the words below contains a short vowel in the VCC pattern. Be careful and start with what you are sure of:

Four-letter words: left, went, walk

Five-letter words: ended, wreck, after, sunny

Six-letter words: spotty, middle, batter, number, helper, cannot, sudden, hidden, ladder, sadden

Seven-letter words: maddest, hottest, stretch, written

Eight-letter word: thinnest

Nine-letter word: backbones
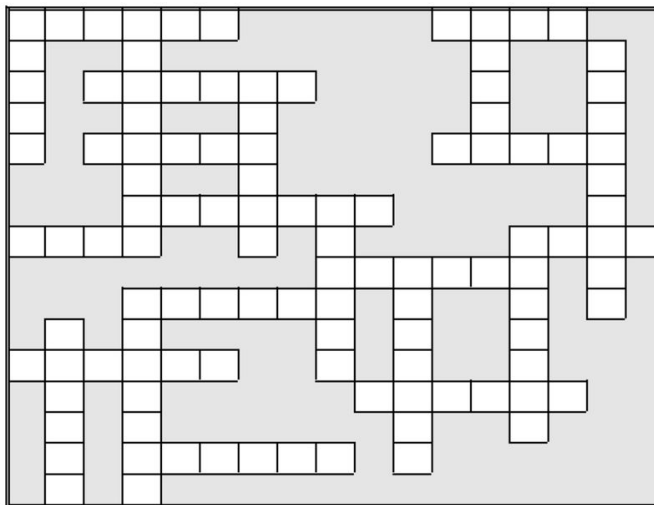
2.10 Lesson Thirty-four

Twinning Final Consonants

1. Divide these words:

TABLE 2.11:

Word	= Free Base	+ Extra Letter	+ Suffix
bigger	= *big*	+ *g*	+ *er*
biggest	=	+	+
hotter	=	+	+
hottest	=	+	+
saddest	=	+	+
thinner	=	+	+
swimmer	=	+	+

2. Now look at the work you just did: Is the extra letter always a vowel or is it a consonant? _____ Is the extra letter always the same as the last consonant in the free base? _____

3. When an extra consonant is added this way, the change is called **twinning**.

Be ready to talk about this question: Why is this change called twinning?

4. Add these words and suffixes together. In each case there should be twinning, so don't forget the twin consonant:

TABLE 2.12:

Free Base	+ Twin Consonant	+ Suffix	= Word
twin	+ *n*	+ ing	= *twinning*
red	+	+ er	=
can	+	+ ed	=
cut	+	+ ing	=
fun	+	+ y	=
fat	+	+ er	=
mud	+	+ y	=
rob	+	+ er	=
swim	+	+ er	=
hop	+	+ ed	=
sun	+	+ y	=
stop	+	+ er	=
slip	+	+ ing	=
plan	+	+ er	=

☞ !!! ☜

Watch the Middles!

These Middles are a bit different from the ones you've done so far because they involve twinning. Other than that, they work just like the others.

planner		
plan	n	
		er

swimmer		
swim	m	
		er

twinning		
twin	n	
		ing

stopped		
stop	p	
		ed

2.11 Lesson Thirty-five

Twinning Depends on the Suffix

1. Analyze each of the following words into a free base and a suffix. Some of the words contain twinning and some do not. Show any twin consonants that were added. Then answer the question in the right column.

You will find four suffixes you have not worked much with yet: *-ment*, *-ness*, *-s*, and *-ly*.

TABLE 2.13:

Words	= Free base and suffix, plus any twinned consonants	Was there twinning?
shipping	= *ship + p + ing*	*Yes*
shipment	= *ship + ment*	*No*
saddest	=	
sadness	=	
getting	=	
gets	=	
wetter	=	
wetness	=	
hottest	=	
hotly	=	
canning	=	
cans	=	

3. Look at the six words in which there was twinning. Did the suffix start with a consonant or did it start with a vowel? _____.

4. Look at the six words in which there was no twinning. Did the suffix start with a consonant or did it start with a vowel? _____.

5. Sometimes when you add a suffix that starts with a _____ to a free base, you twin the final _____-_____ of the free base.

6. True or false? When you add a suffix that starts with a consonant to a free base, you do not twin the final consonant of the free base. _____

☞ !!! ☜

Word Scrambles

Unscramble the letters and you will spell some of the words with twinning that you have been working with in the last two lessons:

mimsiwgn

nynus

trewet

gribge

desoptt

thostte

phisped

napnerl

mydud

fetrat

2.12 Lesson Thirty-six

Twinning Depends on the Pattern, Too

1. Fill in the blanks: Sometimes when you add a suffix that starts with a _____ to a free base, you twin the final _____ of the free base.

2. Analyze each of the following words into a free base and a suffix. Some of the words contain twinning and some do not. Show any twin consonants that were added. Then answer the question in the right column:

TABLE 2.14:

Words	= Free base and suffix, plus any twinned consonants	Was there twinning?
redder	= *red + d + er*	*Yes*
louder	= *loud + er*	*No*
fatter	=	
greater	=	
spotted	=	
lasted	=	
nodding	=	
landing	=	
browner	=	
thinner	=	
running	=	
turning	=	
saddest	=	
drifting	=	
airy	=	
furry	=	

3. In the words you just worked with, was there always twinning? _____

4. Sort the free bases you found above into the two following groups:

Free bases with which, when the suffix was added, there was . . .

twinning		no twinning	

5. Fill in the blanks: Sometimes when you add a suffix that starts with a _____ to a free base, you twin the final _____ of the free base.

☞ !!! ☜

Watch the Middles!

furry		
fur	r	
		y

thinner		
thin	n	
		er

airy	
air	
	y

louder	
loud	
	er

2.13 Lesson Thirty-seven

A First Twinning Rule

1. Sometimes when you add a suffix that starts with a _____ to a free base, you twin the final _____-_____ of the free base.

2. In the last lesson, you found eight free bases in which there was twinning when a suffix that starts with a vowel was added. Here they are again. Mark the last three letters in each of them with a <v>for a vowel letter, a <c>for a consonant, and mark the end of the word with the tic-tac-toe sign:

spot	fat	red	nod
cvc#			

thin	run	fur	sad

You should have found that the last three letters of all eight free bases have the same pattern. This pattern is _____.

3. Here are the free bases you found in the last lesson in which there was no twinning when the suffix was added. In each of them mark the last three letters either <v>or <c>and mark the end of the word with the tic-tac-toe sign:

loud	great	last	land
vvc#			

brown	turn	drift	air

4. You should have found that none of these eight free bases end in the pattern CVC#. Instead, they all end in one of two different patterns.

These two patterns are _____ and _____. Free bases in which there is twinning end in the pattern _____-____, but free bases in which there is no twinning do not.

5. Add the suffixes to the free bases, and show how they go together in the "process" column. Sometimes there will be twinning, and sometimes there will not. Remember your Twinning Rule!

TABLE 2.15:

Free Base	+ Suffix	= Process	= Word
twin	+ ing	= *twin + n + ing*	= *twinning*
hot	+ er	=	=
fat	+ er	=	=
flat	+ ness	=	=
own	+ er	=	=

TABLE 2.15: (continued)

Free Base	+ Suffix	= Process	= Word
ask	+ ing	=	=
sun	+ s	=	=
hot	+ iy	=	=
nod	+ ed	=	=
loud	+ er	=	=
great	+ ness	=	=
fur	+ y	=	=

6. **A Note About <x>**. Look at the following words:

box	boxer
fix	fixed
fox	foxes
six	sixes
tax	taxing
wax	waxy

Do the words in the left column seem to fit the pattern for twinning?_____

Do the suffixes in the words in the right column start with vowels?_____

Is there twinning in the words in the right column? _____

The reason that we do not twin the letter <x>in these (or any) words is that <x>spells two sounds: [ks]. When we say that a word must end CVC for twinning to take place, we are saying that the word must end with a single consonant letter that spells a single consonant sound. So since it spells two sounds, we never twin the letter 'x'.

7. You now can write a rule that will tell you when to twin final consonants:

Twinning Rule. Except for the letter <x>, you twin the final _____ of a free base that ends in the pattern _____ when you add a suffix that starts with a _____.

2.14 Lesson Thirty-eight

Practice with Twinning

1. **Twinning Rule.** Except for the letter _____, you twin the final _____ of a free base that ends in the pattern _____ when you add a suffix that starts with a _____.

2. Divide each of the following words into a free base and a suffix and show any twin consonants that have been added:

TABLE 2.16:

Word	= Free base plus suffix and any twin consonant
a. batter	= *bat + t + er*
b. stopped	=
c. setting	=
d. flatly	=
e. headed	=
f. freshest	=
g. muddy	=
h. chaired	=
i. sadness	=
j. browner	=
k. greatness	=

3. In the matrix on the next page the letters at the top of the "Words" columns match the letters in front of the words you just worked with. Look at the work you just did. Answer each question in each column with either a Y for "yes" or an N for "no", as we have done in the column for word "a":

	Words										
	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Does the free base end in the pattern CVC#?	Y										
Does the suffix start with a vowel?	Y										
Is there twinning?	Y										

4. In the cases where there is twinning, does the free base always end CVC#? _____

5. In the cases where there is twinning, does the suffix always start with a vowel? _____

☞ !!! ☜

Watch the Middles!

Here are some more Middles with twinning.

flatten		
flat	t	
		en

setter		
set	t	
		er

2.15 Lesson Thirty-nine

Test Four

TABLE 2.17:

Words	Analyze each word into a free base plus suffix, but show any twinning.
0. *batter*	*bat + t + er*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

TABLE 2.18: Answers to Test Four

Words	Divide each word into a free base plus suffix. Show any twinning.
0. *batter*	*bat + t + er*
1. wettest	wet + t + est
2. sunny	sun + n + y
3. bigger	big + g + er
4. stopped	stop + p + ed
5. sadness	sad + ness
6. flatly	flat + ly
7. owned	own + ed
8. swimming	swim + m + ing
9. planned	plan + n + ed
10. airy	air + y

2.16 Lesson Forty

Why We Twin: VCC Again

1. Analyze these words into free bases and suffixes, and show the twinning:

TABLE 2.19:

Word	= Free base + Twin consonant + Suffix
canned	= *can + n + ed*
hopping	=
planner	=
capped	=
stripped	=
robbing	=
winning	=
hidden	=

2. In the table below write out the free bases you found. Then mark the last three letters in each of these eight free bases with either <v> or <c>. Use the tic-tac-toe sign to mark the end of the word.

can cvc#			

3. You should have found that all eight words have the same pattern. That pattern is _____. In the patterns VCC and CVC# is the vowel usually long or usually short? _____.

So all of the eight free bases contain short vowels and end in the pattern CVC#. When we add suffixes to them, we want the longer words we spell to have a VCC pattern to mark those same short vowels.

4. Here are the eight longer words that contain twinning. Mark the first vowel letter in each one with a <v>. Then mark the next two letters either <v> or <c>:

canned vcc	planner	stripped	winning
hopping	capped	robbed	hidden

5. You should have found the same pattern in all eight of the longer words. That pattern is _____.

6. In the patterns VCC and CVC# is the vowel usually long or usually short? _____.

7. Do the eight free bases have short vowels or long ones? _____

8. Do the eight longer words that contain twinning have short vowels or long ones? _____.

9. **Twinning Rule.** Except for _____, you twin the _____ _____ of a free base that ends in the pattern _____ when you add a _____ that starts with a _____.

2.17 Lesson Forty-one

More About Why We Twin: VCV vs. VCC

1. When we use the Twinning Rule to add suffixes like *-ing* to free bases like *hop*, we end up with words that have the VCC pattern that keeps the vowels in the words looking short:

$$\text{hop} + \text{ing} = \text{hop} + \text{p} + \text{ing} = \text{hopping}$$
$$\text{vcc}$$

But look at what would happen if we used the Rule of Simple Addition:

$$\text{hop} + \text{ing} \; = \; {}^{*}\text{hoping}$$
$$\text{vcv}$$

The asterisk (*) in front of a spelling means that it is wrong!

If we used Simple Addition:

Canned would be *can + ed =* * *caned*

Planning would be *plan + ing =* * *planing*

Capped would be *cap + ed =* * *caped*

Stripped would be *strip + ed =* * *striped*

Robbing would be *rob + ing =* * *robing*

Winning would be *win + ing =* * *wining*

5. Write out the spellings that have asterisks in front of them. Then mark the first vowel in each of these spellings with a <v>and mark the next two letters either <v>or <c>.

*caned vcv		

You should have found that they all have the same pattern. This pattern is _____. In the patterns VCC and CVC# the vowel is usually _____ but in the pattern VCV the first vowel is usually _____.

5. If we used the Rule of Simple Addition when we added suffixes like *-ing* to free bases like *hop*, we would end up with spellings that have the VCV pattern and look as if they have long rather than short vowels: *Hoping* is pronounced with a long <o>.

But when we use the Twinning Rule, we end up with spellings that have the VCC pattern and thus look as if they have the short vowel we want them to have: *Hopping* has the pattern VCC and is pronounced with short <o>.

And that is why we twin.

☞ !!! ☜

Word Find

This Find is shaped like the word TWIN (sort of) because it contains these twelve words, all of which have twinning within them:

hottest	wetter	sunny	bigger
stopped	swimming	slipped	hopping
hidden	muddy	canning	saddest

```
                                          O

        W H H O P H                 W E T C        E W
        E T O J K I M           C A N N A N      H E
        T T P L M D M M S T O P P E D N R H O T
        T E P M U D D Y R S W I M M I N G O T T
        R S I D D E X S L I P P E D E I J T T E
        E T N N I N G S U N Y O U S U N N Y E R
        B I G G E R M S A D D E S T M G    T S E
          B W I M     V       V   E D W H    T T
```

2.18 Lesson Forty-two

The Consonant Sounds [k] and [g]

1. You can hear the sound [k] at the beginning and end of *kick*.

You can hear the sound [g] at the beginning and end of *gag*.

In the words below the sound [k] is spelled <c>, <k>, <ck>, <cc>, or <ch>. The sound [g] is spelled <g>, <gg>, or <gh>. Underline the letters that spell either [k] or [g] in each word:

music	goods	bigger	books
according	language	school	could
dogging	because	kicker	blackest
ducks	works	caller	account
again	biggest	ghost	spaghetti

2. Sort the words into these two groups:

Words that contain . . .

[k]		[g]

3. Now sort the words that contain [g] into these three groups:

Words in which [g] is spelled . . .

<g>	<gg>	<gh>

4. Sort the words that contain [k] into these five groups. Be careful because one word goes into two groups:

Words in which [k] is spelled . . .

<c>	<k>	<ck>	<cc>	<ch>

5. Five ways to spell [k] are _____, _____, _____, _____, and _____.

6. Three ways to spell [g] are _____, _____, and _____.

☞ !!! ☜

Word Pyramids. The following Pyramids are made up of words that contain the sound [g]:

G	H	O	S	T

G	O	O	D	S
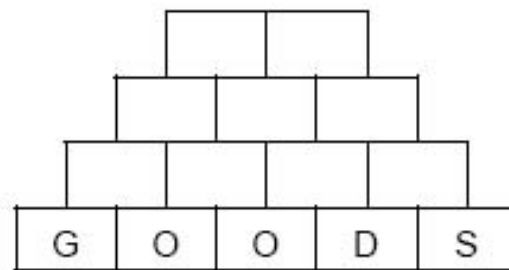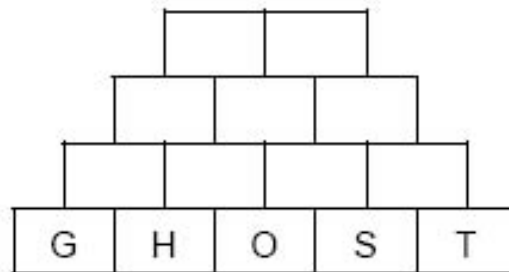
2.19 **Lesson Forty-three**

The Consonant Sound [j]

1. You can hear the sound [j] at the beginning and end of *judge*.

Underline the letters that spell [j] in these words. Sometimes [j] is spelled <j>, sometimes <g>, sometimes <dg>.
Be careful: One word has the sound [j] spelled two different ways:

pager	magic	genes	gym
enjoy	joined	bridge	danger
orange	language	judge	huge

2. In these twelve words:

Spelling #1: [j] is spelled _____ eight times;

Spelling #2: [j] is spelled _____ three times;

Spelling #3: [j] is spelled _____ twice.

3. Sort the twelve words into these three groups:

Words with . . .

Spelling #1		Spelling #2	Spelling #3

4. Three different ways of spelling [j] are _____, _____, and _____.

5. Underline the letters that spell [p, b, t, d] in the following words:

fatter	hardest	kinder	numbers
opening	water	system	spotter
started	simple	country	zipper
stopping	ribbon	bubble	suddenly
middle	beginner	around	children

6. Now sort the words into these groups. Be careful! Some words go into more than one group:

Words with . . .

[p]	[b]	[t]	[d]

7. Two ways to spell [p] are _____ and _____, and two ways to spell [b] are _____ and _____.

8. Two ways to spell [t] are _____ and _____, and two ways to spell [d] are _____ and _____.

9. Three ways to spell [j] are _____, _____, and _____.

2.20 Lesson Forty-four

The Consonant Sound [ch]

1. You can hear the sound [ch] at the beginning and at the end of *church*.

Underline the letters that spell the sound [ch] in each of these words. Sometimes [ch] is spelled <ch>, sometimes <tch>, and sometimes <t>:

chair	children	touch	century
each	nature	kitchen	which
picture	catch	lunch	feature

2. In these twelve words

Spelling #1: [ch] is spelled _____ six times;

Spelling #2: [ch] is spelled _____ four times;

Spelling #3: [ch] is spelled _____ twice.

3. Sort the twelve words into these three groups:

Words with . . .

Spelling #1	Spelling #2	Spelling #3

4. Three ways of spelling [ch] are _____, _____, and _____.

5. Here are some words you worked with in the last lesson:

fatter	hardest	kinder	numbers
opening	water	system	spotter
started	simple	country	zipper
stopping	ribbon	bubble	suddenly
middle	beginner	around	children

Sort the words into these groups. Be careful! Some words go into more than one group:

Words with . . .

[p] spelled <p>	[p] spelled <pp>	[b] spelled <b>

[b] spelled <bb>	[t] spelled <t>	

[t] spelled <tt>	[d] spelled <d>	[d] spelled <dd>

2.21 Lesson Forty-five

The Consonant Sound [sh]

1. You can hear the sound [sh] at the beginning and end of *shush*.

Underline the letters that spell [sh]. Sometimes it is spelled <sh>, sometimes <t>, sometimes <c>, sometimes < s >:

nation	publisher	sheep	fresh
ocean	prevention	sure	station
should	opposition	shipment	fishing

2. In these twelve words

Spelling #1: the sound [sh] is spelled _____ in six words;

Spelling #2: the sound [sh] is spelled _____ in four words;

Spelling #3: the sound [sh] is spelled _____ in one word;

Spelling #4: the sound [sh] is spelled _____ in one word.

3. Now sort the twelve words into these four groups:

Words with . . .

Spelling #1	Spelling #2	Spelling #3	Spelling #4

4. Four ways of spelling [sh] are _____, _____, _____, and _____. Three ways of spelling [ch] are _____, _____, and _____.

5. Look at and listen to these words and then fill in the blanks:

again	could	just	dogging
thin	magic	ghost	kicked
bridge	according	school	judge

Three ways of spelling [j] are _____, _____, and _____.

Three ways of spelling [g] are _____, _____, and _____.

Five ways of spelling [k] are _____, _____, _____, _____, and _____.

☞ !!! ☜

Watch the Middles!

shipment	
ship	
	ment

prevention	
prevent	
	ion

according	
accord	
	ing

publisher	
publish	
	er

2.22 Lesson Forty-six

Review of Consonants

1. Underline the letters that spell [k], [g], [j], [ch], and [sh] in these words:

nation	catch	magic	according
ghost	ocean	children	judge
cabbage	gotten	should	each
sure	kitchen	language	nature
just	dogged	because	century

2. Sort the words into these five groups. Be careful! Some words go into more than one group:

Words with . . .

[k]	[g]	[j]

Words with . . .

[ch]	[sh]

3. Now sort the words into these groups:

Words with [ch] spelled . . .

<t>	<ch>	<tch>

Words with [j] spelled . . .

<g>	<j>	<dg>

Words with [k] spelled . . .

<c>	<cc>	<k>

4. The word with [sh] spelled <t>is _____.

5. The word with [sh] spelled <c>is _____.

6. The word with [sh] spelled <sh>is _____.

7. The word with [sh] spelled < s > is _____.

2.23 Lesson Forty-seven

Review of Long and Short Vowels

1. Read the following words and listen carefully to the vowel sounds in them:

peace	cause	think	view
dance	toot	hopes	height
head	some	played	could

2. Sort the twelve words into the blanks:

TABLE 2.20:

Vowel Sound	The word with this vowel sound in it
Short < a >, [a]	*dance*
Long < a >, [ā]	
Short <e>, [e]	
Long <e>, [ē]	
Short < i >, [i]	
Long < i >, [ī]	
Short <o>, [o]	
Long <o>, [ō]	
Short < u >, [u]	
Short <oo>, [oŏ]	
Long <oo>, [ōo]	
Long <yu>, [yōo]	

3. Mark the first vowel letter in each word below with a <v>. Then mark the next two letters either <v>or <c>. If you get to the end of the word before you mark all three letters, do these two things: (i) use the tic-tac-toe sign to mark the end of the word, (ii) mark the letter right in front of the VC# either <v>or <c>:

open	slip	follow	number
system	zipper	bubble	cabbage
else	famous	happy	hobby
huge	lining	little	made
notice	music	picture	finest
century	simple	stripes	tuna

4. Now sort the words into this matrix:

Words with . . .

	VCV	VCC	CVC#
Words with long vowels			
Words with short vowels			

5. In the patterns _____ and _____ the vowel is usually short, but in the pattern _____ the first vowel is usually long.

☞ !!! ☜

Word Pyramids. The following Pyramid is made up of words that contain a long or short < a >:

P	L	A	Y	S
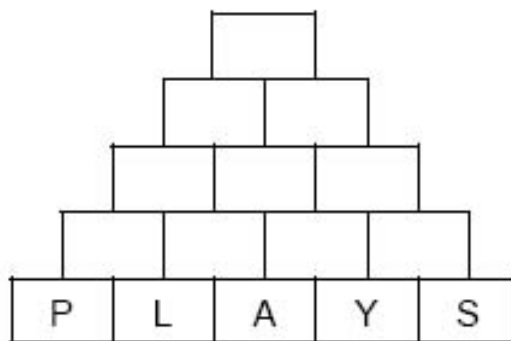
2.24 Lesson Forty-eight

Test Six

TABLE 2.21:

Words	Analyze each word into a free base plus a suffix
0. *thinnest*	Free base + suffix = *thin + n + est*
1.	Free base + suffix = _____
2.	Free base + suffix = _____
3.	Free base + suffix = _____
4.	Free base + suffix = _____
5.	Free base + suffix = _____
6.	Free base + suffix = _____
7.	Free base + suffix = _____
8.	Free base + suffix = _____
9.	Free base + suffix = _____
10.	Free base + suffix = _____

TABLE 2.22: Test Six Answers

Words	Analyze each word into a free base plus a suffix
0. *thinnest*	Free base + suffix = *thin + n + est*
1. zipper	Free base + suffix = zip + p + er
2. guessed	Free base + suffix = guess + ed
3. views	Free base + suffix = view + s
4. thinker	Free base + suffix = think + er
5. spotting	Free base + suffix = spot + t + ing
6. kindest	Free base + suffix = kind + est
7. harder	Free base + suffix = hard + er
8. meaner	Free base + suffix = mean + er
9. numbers	Free base + suffix = number + s
10. fueled	Free base + suffix = fuel + ed

CHAPTER 3 Student 02-Lesson 1-24

Chapter Outline

3.1 Lesson One

The Consonant Sounds [m] and [n]

1. You can hear the sound [m] at the end of *rum.* You can hear the sound [n] at the end of *run.*

In the words below [m] is spelled <m>or <mm>; [n] is spelled <n>, <nn>, or <kn>. Underline the letters that spell [m] and [n]:

smallest	swimmer	never	planning
running	enough	music	drummed
done	dinner	know	mother
animal	summer	children	cannot

2. Sort the sixteen words into these two groups:

Words that contain the sound . . .

[n]	[m]

3. Now sort the words that contain [m] into these two groups:

Words in which [m] is spelled . . .

<m>	<mm>

4. Sort the words that contain [n] into these three groups:

Words in which [n] is spelled . . .

<n>	<nn>	<kn>

5. Two ways to spell [m] are _____ and _____. Three ways to spell [n] are _____, _____, and _____.

☞ !!! ☜

Watch the Middles!

children	
child	
	ren

cannot	
can	
	not

3.2 Lesson Two

The Consonant Sound [■], Eng

1. You can hear the sound _____ at the end of *rum*. You can hear the sound _____ at the end of *run*. At the end of *rung* you can hear the sound [■]. The sound [■] is called **eng.**

2. Most of the time [■] is spelled <ng>, as in *rung*. But sometimes [■] is spelled <n>.

3. Say the word *think*. There is a [k] right after the [■]: [thi■k]. Put an X beside each word that has a [k] right after the [■]. Counting *think,* there are three:

think __X__	going _____	thanks _____
uncle _____	along _____	things _____

4. Say the word *tangle*. There is a [g] sound right after the [■]. Put an X beside each word that has a [g] right after the [■]. There are four

finger _____	hungry _____	song _____
being _____	single _____	language _____

5. In *think* the <k>spells [k], and [■] is spelled <n>. And in *tangle* the <g>spells [g], and [■] is spelled <n>. But in most words [■] is spelled <ng>.

6. When there is a [k] or a [g] right after the sound [■], [■] is spelled _____, but everywhere else it is spelled _____.

☞ !!! ☜

Word Squares

All but two of these words contain the sound [■], spelled either <ng>or <n>:

Four-letter word: dark

Five-letter words: thank, going, uncle, being

Six-letter words: finger, single, uncles, thinker

Seven-letter words: sunning, monkeys, further, dogging, landing

Eight-letter words: language, hungriest
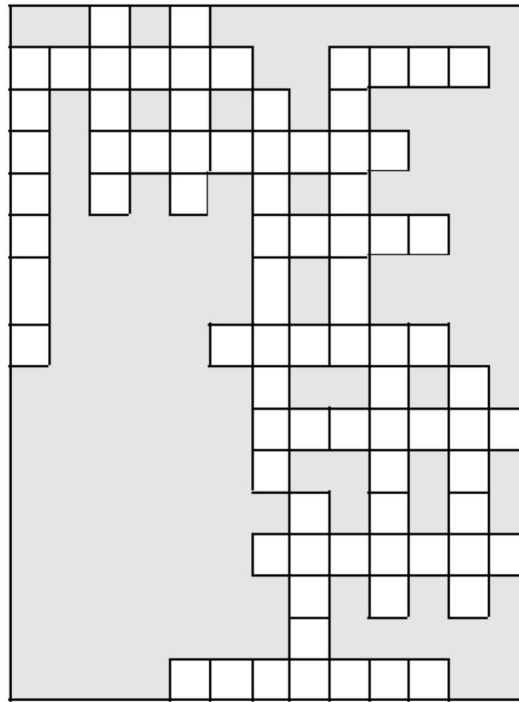
The two words that do not contain [■] are _____ and _____.

3.3 Lesson Three

More About Eng, [■]

1. When there is a [k] or a [g] right after the sound [■], [■] is spelled _____, but everywhere else it is spelled _____.

2. Underline the letters that spell [■]:

think	going	thanks
uncle	along	things
finger	hungry	song
being	single	language

3. Sort the words into the matrix. Be careful! When you get done, two squares should be empty!

	Words with [g] or [k] right after the [ŋ]:	Words with no [g] or [k] after the [ŋ]:
Words with [ŋ] spelled \<n\>		
Words with [ŋ] spelled \<ng\>		

3. **How Do You Spell [■]?** When the sound [■] has the sounds _____ or _____ right after it, it is spelled _____. Everywhere else it is spelled _____.

☞ !!! ☜

Watch the Middles!

Fill in the blanks. As you read and write the word parts, spell them out to yourself, letter by letter.

something	
some	
	thing

anything	
any	
	thing

everything	
every	
	thing

nothing	
no	
	thing

sunny		
sun		
	n	
		y

swimmer		
swim		
	m	
		er

3.4 Lesson Four

The Consonant Sounds [f] and [v]

1. You can hear the sound [f] at the end of *leaf.* You can hear the sound [v] at the end of *leave*.

2. Usually [f] is spelled <f>, but sometimes it is spelled <ff>, sometimes <ph>, sometimes <gh>.

The sound [v] is spelled <v>— except in one word, where it is spelled <f>. Underline the letters that spell [f] and [v]:

even	after	enough	every
safely	phone	five	laugh
visitor	coffee	further	follow
gave	elephant	handcuffs	life
fifth	of	stiff	father

3. Now sort the words into these groups. One word goes into two groups:

Words with [f] spelled <f>:		

Words with [f] spelled <ff>:	Words with [f] spelled <gh>:	Words with [f] spelled <ph>:

Words with [v] spelled <v>:		Word with [v] spelled <f>:

4. Four ways of spelling [f] are _____, _____, _____, and _____.

5. **How Do You Spell [v]?** Except in the word _____, [v] is spelled _____.

☞ !!! ☜

Word Find

Find the twelve words that contain the sound [n]:

elephant	know	dinner	never
century	brown	cannot	children
phone	planning	running	sound

```
C  H  I  L              T  C  E  N
A  C  O  N  A           B  A  P  E
P  H  D  R  E  L        N  T  H  V
L  I  I  B  N  W  N     K  N  O  W
A  L  N  R  U  N  N  K  I  N  G  R
N  D  N  O  L  E  P  H  H  K  N  J
N  R  E  L  E  P  H  A  A  N  T  L
I  E  R  O  W  H  O  N  N  E  L  C
N  N  X  N  U  A  N  E  B  V  C  A
G  B  S  I  P  N  E  T  F  E  D  N
N  R  O  C  E  N  T  U  U  R  Y  N
I  O  U  N     T  U  R  R  Y  G  O
P  W  N  K        V  Q  U  K  T
I  N  D  G           I  D  W  C
```

Write the twelve words in alphabetical order:

1.	5.	9.
2.	6.	10.
3.	7.	11.
4.	8.	12.

3.5 Lesson Five

The Consonant Sound [s]

1. You can hear the sound [s] at the beginning and end of *stops.*

2. Underline the letters that spell [s]. It is spelled three different ways:

asked	across	single	once
century	placing	icy	school
coldest	kiss	elephants	guess

3. Way #1: [s] is spelled _____ in five of the words.

Way #2: [s] is spelled _____ in four of the words.

Way #3: [s] is spelled _____ in three of the words.

4. Sort the words into these three groups:

Words with [s] spelled . . .

Way #1:	Way #2:	Way #3:

5. Three spellings of [s] are _____, _____, and _____.

☞ !!! ☜

Word Squares. Each of the following words contains the sound [s], spelled either < s >, <ss>, or <c>. Fit the words into the squares. Be sure to cross off each one as you fit it into the Squares:

Three-letter word: icy

Four-letter words: kiss, once, song

Five-letter words: asked, cents, guess, sound

Six-letter words: across, resell, summer, thanks

Seven-letter words: century, coldest, guessed, hardest, hottest, nearest, placing, spotted, started, starter, stopped, sunning, swimmer

Eight-letter words: lightest, smallest, surprise

Nine-letter words: elephants, hungriest, something
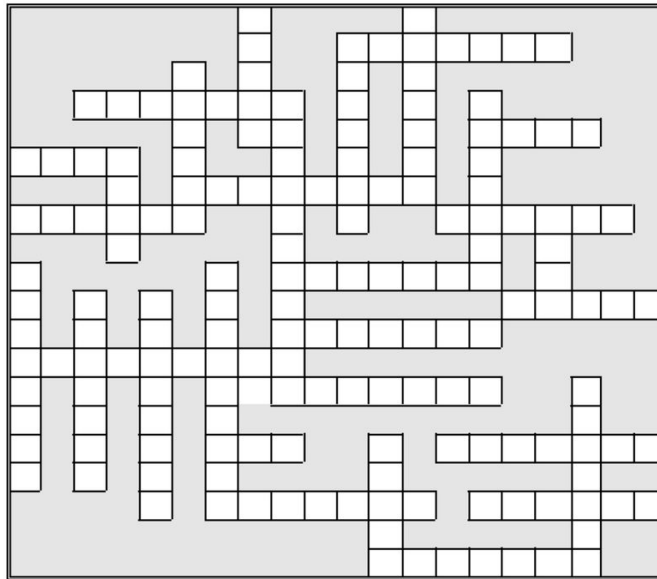
3.6 Lesson Six

The Consonant Sound [z]

1. You can hear the sound [z] at the beginning and end of *zebras.*

2. Underline the letters that spell [z] in each of these words. It is spelled three different ways:

always	mothers	zipper	has
these	music	follows	zoo
those	prize	surprise	buzz

3. Way #1: [z] is spelled _____ in eight of the words.

Way #2: [z] is spelled _____ in three of the words.

Way #3: [z] is spelled _____ in one of the words.

4. Sort the words into these three groups:

Words with [z] spelled . . .

Way #1:		Way #2:

The word with [z] spelled Way #3 is _____.

5. Three ways to spell [z] are _____, _____, and _____.

6. Three ways to spell [s] are _____, _____, and _____.

7. The letter that sometimes spells [z] and sometimes spells [s] is _____.

☞ !!! ☜

Word Scrambles

Each of the strings of letters below can be unscrambled to spell a word containing the sound [s] or [z]. We've told you in each case whether the word contains [s] or [z]:

wasaly _____ [z]

heets _____ [z]

swollof _____ [z]

ziper _____ [z]

dakes _____ [s]

cone _____ [s]

locdest _____ [s]

glines _____ [s]

shoet _____ [z]

3.7 Lesson Seven

Test One

TABLE 3.1:

Words	Fill in the blanks
0. summers	[s] = _< s >_ [m] = _<mm>_ [z] = _< s >_
1.	[n] = _____ [■] = _____
2.	[f] = _____ [n] = _____ [s] = _____
3.	[z] = _____ and _____
4.	[n] = _____ [s] = _____
5.	[s] = _____ [z]= ____
6.	[f] = _____ [■] = _____
7.	[f] = _____ [n] = _____
8.	[■] = _____ [j] = _____
9.	[s] = _____ [n] =_____
10.	[■] = _____ [s] = _____

TABLE 3.2: Answers to Test One

Words	Fill in the blanks
0. summers	[s] = _< s >_ [m] = _<mm>_ [z] = _< s >_
1. *planning*	[n] = _<nn>_ [■] = _<ng>_
2. *elephants*	[f]= _<ph>_ [n] = _<n>_ [s] = _< s >_
3. *zoos*	[z] = _<z>_ and _< s >_
4. *once*	[n] = _<n>_ [s] = _<c>_
5. *surprise*	[s] = _< s >_ [z] = _< s >_
6. *finger*	[f] = _<f>_ [■] = _<n>_ [g] = _<g>_
7. *different*	[f] = _<ff>_ [n] = _<n>_
8. *language*	[■] = _<n>_ [g] = _<g>_ [j] = _<g>_
9. *century*	[s] = _<c>_ [n] = _<n>_
10. *hungriest*	[■] = _<n>_ [s] = _< s >_ [t] = _<t>_

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3.8 Lesson Eight

The Suffixes -

1. Read these two phrases: *Last week* and *Right now*. Think about which phrase can go at the beginning of this sentence:

He is calling his sister.

Think about which one can go at the beginning of this sentence:

He called his sister.

Write the phrases *Last week* and *Right now* into the correct blanks:

_____ he called his sister.

_____ he is calling his sister.

2. A **free base** is an element that carries the basic meaning of a word and can stand free by itself as a word. A **suffix** is an element that goes after the base and cannot stand by itself as a word.

Analyze *called* and *calling* into a free base and a suffix:

TABLE 3.3:

Words	= Free Base	+ Suffix
called	=	+
calling	=	+

3. The suffix *-ed* adds the meaning "in the past" to words, as in *Last week he call **ed** his sister*.

The suffix *-ing* adds the meaning "still going on," as in *Right now he is call **ing** his sister*.

4. In "They showed us the books" what meaning does *-ed* add to *showed*?

_____

5. In "They are showing us the books" what meaning does *-ing* add to *showing*?

_____

6. Fill in either *-ed* or *-ing*. Show any twinning:

a. The game end _____ two hours ago.

b. The plane is land _____ right now.

c. Last night we spot _____ a mouse in our house.

d. She is play _____ the piano now.

e. The old store burn _____ down yesterday.

f. Yesterday a frog hop _____ right through our front door.

g. They were just shut _____ down the carnival when we got there.

h. They are still help _____ us all they can.

3.9 Lesson Nine

How to Hear the Suffixes -

1. Sometimes we say a word like *fishing* so that it sounds like *fishin'* . And sometimes we say *going to* so that it sounds like *gonna*: *I'm gonna go fishin'* .

But although the suffix *-ing* is pronounced different ways, it is always spelled <ing>!

2. The suffix *-ed* is also pronounced different ways, but it is always spelled <ed>. These three words each contain the suffix *-ed.* Say them very carefully:

<div align="center">

needed   showed   asked

</div>

In *needed -ed* sounds like [id]. In *showed -ed* sounds like [d]. In *asked* it sounds like [t].

But although *-ed* is sometimes pronounced [id], sometimes [d], and sometimes [t], it is always spelled <ed>!

3. Say each of the following words. In each one decide whether *-ed* sounds like [id], [d], or [t]. Put the right pronunciation of *-ed* in each blank:

headed $[\underline{id}]$	helped ____	crabbed ____
longed ____	called ____	wanted ____
guessed ____	fueled ____	opened ____
ended____	fished ____	numbered ____
planned ____	nodded ____	admitted ____
kicked ____	owned ____	watered ____
spotted ____	reached ____	warmed ____
started ____	laughed ____	followed ____

<div align="center">

☞ !!! ☜

</div>

Word Flow

The puzzle below is a **flow chart**. It flows from the top, where it says "Start," to the bottom, where the nine blank lines are.

The boxes with square corners contain **elements**. Each time you flow from the top to the bottom of the puzzle, you add elements together to spell a word. With this Word Flow you can go through nine times, spelling nine different words, one for each of the nine blank lines.

A box with rounded corners states **conditions** that must be met before you can go through that box. For example, you only go through the box that says "Only with twinning" if you are spelling a word that contains twinning. So you have to think and decide which condition box to go through.

As you spell out the nine words, write them into the nine blanks:

| Hot | Swim | Hard | Near | View | Follow |

```
                    Only with              Only with
                    Twinning            Simple Addition
```

−er	-est	− er
"More"	"Most"	"One that does"
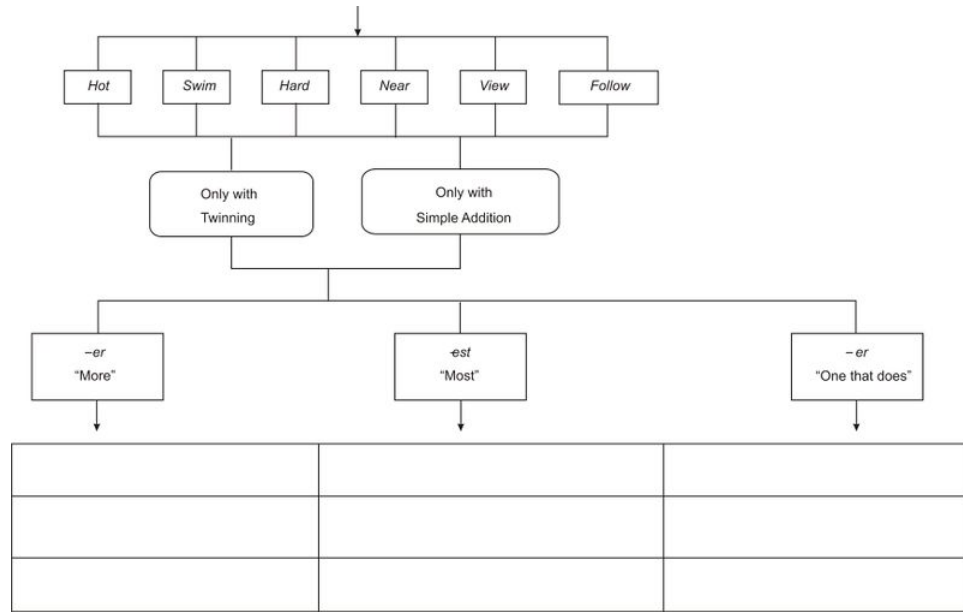
3.10 Lesson Ten

Practice Hearing -

1. How is the suffix *-ing* always spelled? _____. How is the suffix *-ed* always spelled? _____

2. Read these words. Listen carefully to the suffix *-ed*:

headed	helped	crabbed	longed
called	wanted	guessed	fueled
opened	ended	fished	numbered
planned	nodded	admitted	kicked
owned	watered	spotted	reached
warmed	started	laughed	followed

3. Sort the words into these three groups:

Words with *-ed* pronounced . . .		
[id]	**[t]**	**[d]**

☞ !!! ☜

Watch the Middles!

animal	
anim	
	al

lightest	
light	
	est

thinker	
think	
	er

fishhook	
fish	
	hook

admit	
ad	
	mit

bicycle	
bi	
	cycle

3.11 Lesson Eleven

The Suffix -

1. Below are seven words in which *-ed* is pronounced [id]. Analyze each one into a free base and the suffix *-ed*:

TABLE 3.4:

Word in which - *ed* is pronounced [id]:	= Free Base	+ Suffix
headed	= *head*	+ *ed*
wanted	=	+
ended	=	+
nodded	=	+
visited	=	+
spotted	=	+
started	=	+

2. Listen to the last sound in each of the seven free bases. All seven end in one of just two sounds.

These two sounds are _____ and _____

3. The suffix *-ed* is pronounced _____ when it is added to words that end with the sounds _____ or _____, but it is still spelled _____.

☞ !!! ☜

Word Flow

This Word Flow allows you twenty-one passes from top to bottom to spell twenty-one different words. Remember to watch out for the condition boxes.
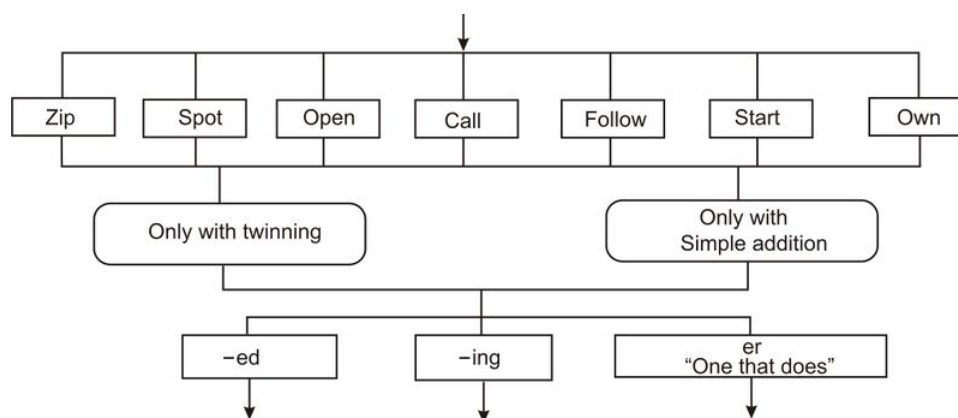
3.12 Lesson Twelve

Why -

1. Below are six words in which *-ed* is pronounced [t]. Analyze each one into a free base and the suffix *-ed*:

TABLE 3.5:

Word in which - *ed* is pronounced [t]:	= Free Base	+ Suffix
helped	=	+
guessed	=	+
reached	=	+
laughed	=	+
fished	=	+
kicked	=	+

2. Listen to the last sound in the six free bases above. Each of them ends in one of four different sounds. List the sounds below:

3. The suffix *-ed* is pronounced _____ when it is added to words that end with the sounds _____, _____, _____, _____, _____, and _____.

4. The suffix *-ed* is pronounced [id] whenever it is added to words that end with the sounds _____ or _____.

5. Now you know when *-ed* is pronounced [id] and when it is pronounced [t]. **Everywhere else it is pronounced [d].**

6. The suffix *-ed* is pronounced _____ when it is added to words that end with the sounds _____, _____, _____, _____, _____, or _____; it is pronounced _____ when it is added to words that end with the sounds _____ and _____; and everywhere else it is pronounced _____. The suffix *-ed* is always spelled _____.

☞ !!! ☜

Word Squares

You'll find some hints here and there:

Four-letter words: open, hard, kind, fuel

Five-letter words: could, would

Six-letter words: opener, number, kinder, should, fueled

Seven-letter words: hardest, kindest, fueling,

Eight-letter words: numbered, numberer

Nine-letter word: numbering
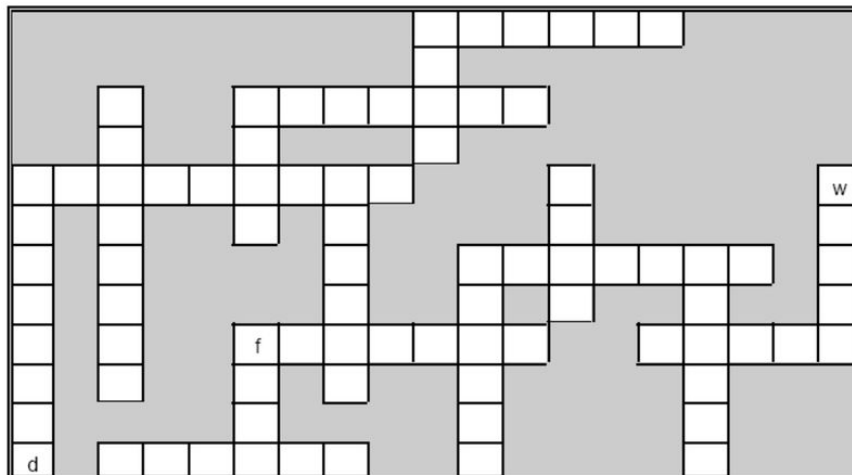
3.13 Lesson Thirteen

Compounds Like

1. Compound words like *somebody* and *anyplace* simply combine two separate words into one: What used to be *somebody* combines to become *somebody*; *anyplace* combines to become *anyplace*. Two words become one.

But notice this pattern: A **blackbird** is a **bird** that is **black.**

The compound *blackbird* doesn't just combine *black* and *bird* into one word. It gives us a short way to say "bird that is black."

There are several compound words that fit this same pattern. Fill in the blanks:

A bird that is black is a *blackbird* .

A bird that is blue is a _____.

A berry that is black is a _____.

A board that is black is a _____.

A print that is blue is a _____.

A room that is dark is a _____.

A man who is English is a _____.

A cat that is wild is a _____.

Lands that are wet are _____.

Paper that is waste is _____.

2. Now try some the other way around:

A blackbird is *a bird that is black*.

A redbird is _____.

A hothouse is _____.

A nobleman is _____.

A madman is _____.

Lowlands are _____.

A longhouse is _____.

Bluegrass is _____.

A flatcar is _____.

Gentlewomen are _____.

A wildfire is _____.

3. Now think about this pattern: A **catbird** is a **bird** like a **cat**.

To understand the compound *catbird* you need to understand how a catbird is like a cat. A catbird has several calls,

one of which sounds like a cat's mewing. So a catbird is a bird that is like a cat because of the way it sounds.

See if you can figure out these:

If a catbird is a bird that is like a cat because of its sound, then a starfish is a _____ that is like a _____ because of its _____.

A firefly is a _____ that is like a _____ because of its _____.

Try some the other way around:

A fish that is like the sun because of its color is a _____.

A fish that is like a cat because of its whiskers is a _____.

A fruit that is like bread because of its texture is _____.

3.14 Lesson Fourteen

Compounds Like

1. In the previous lesson you saw that a compound like *catbird* shortens the phrase "bird like a cat." Compounds like *hilltop* and *snowball* shorten phrases that are very similar:

A hilltop is the top **of** a hill.

A snowball is a ball **of** snow.

Fill in the blanks:

A fingertip is the _____ of _____.

A heartbeat is a _____ of _____.

A raindrop is _____.

A windstorm is _____.

A fireball is _____.

2. Now try some the other way around:

The cap of the knee is the _____.

The side of the mountain is the _____.

The shore of the sea is the _____.

At the circus the master of the ring is the _____.

When you stand on the moon, the shine of the earth is _____.

3. Here is a similar pattern:

A fireplace is a place **for** fires.

A flowerpot is a pot **for** flowers.

Fill in the blanks:

An armhole is a _____ for the _____.

Wallpaper is _____ for the _____.

A bookcase is a _____ for _____.

A shoestring is _____.

Earphones are _____.

An armband is a _____.

A battleship is a _____.

A birdcage is a _____.

A boathouse is a _____.

A classroom is a _____.

4. Try some the other way around:

A bell for the door is a _____.

The time for dinner is _____.

A hook for fish is a _____.

A cloth for dishes is a _____.

A spread for the bed is a _____.

A rack for books is a _____.

A house for boats is a _____.

A line for clothes is a _____.

Ware for dinner is _____.

A ring for the ear is a _____.

A shade for the eyes is a _____.

A brush for the hair is a _____.

Cuffs for your hands are _____.

A shoe for a horse is a _____.

A house for ice is an _____.

A tie for the neck is a _____.

A track for races is a _____.

A yard for ships is a _____.

3.15 Lesson Fifteen

Review of Suffixes and Procedures

1. Combine the following free bases and suffixes. Watch for and show any cases of twinning, as we have done with *running*:

TABLE 3.6:

Free Base	+ Suffix	= Word
run + *n*	+ *ing*	= *running*
small	+ er	=
brown	+ est	=
swim	+ er	=
plan	+ ed	=
drum	+ er	=
think	+ing	=
go	+ ing	=
thank	+ ed	=
be	+ ing	=
stiff	+ est	=
laugh	+ ed	=
follow	+ er	=
sound	+ est	=
ask	+ ing	=
cold	+ er	=
kiss	+ ed	=
school	+ ing	=
guess	+ ed	=

2. Analyze each of the following words into a free base plus a suffix. Show any cases of twinning, as we have done with *running*:

TABLE 3.7:

Word	= Free Base	+ Suffix
running	= *run + n*	+ *ing*
laughing	=	+
sounding	=	+
asked	=	+
coldest	=	+
kissing	=	+
schooled	=	+
guessing	=	+
stiffer	=	+
being	=	+

TABLE 3.7: (continued)

Word	= Free Base	+ Suffix
thanking	=	+
going	=	+
thinker	=	+
drumming	=	+
planner	=	+
swimming	=	+
browner	=	+
smallest	=	+

3. One suffix spelled <er>adds the meaning _____; and one suffix spelled <er>adds the meaning _____.

4. Which suffix adds the meaning "most"? _____.

5. Which suffix adds the meaning "still going on"? _____.

3.16 Lesson Sixteen

Test Two

TABLE 3.8:

Words	Fill in the blanks
0. *fished*	<ed>= [*t*] [sh] = *<sh>*
1.	<ed>= [ ]
2.	[n] = _____ [■] = _____
3.	Suffix means _____
4.	[ch] = _____ [t] = _____
5.	<ed>=[ ]
6.	[n] = _____ Free base + suffix = _____
7.	Free base + suffix = _____
8.	Free base + suffix = _____
9.	[f] = _____ [■] = _____
10.	[f] = _____ [t] = _____

TABLE 3.9:

Words	Fill in the blanks
0. *fished*	<ed>= [*t*] [sh] = *<sh>*
1. *called*	<ed>= [*d*]
2. *ending*	[n] = *<n>* [■] = *<ng>*
3. *helper*	Suffix means *"one that does"*
4. *reached*	[ch] = *<ch>* [t] = *<ed>*
5. *headed*	<ed>= [*id*]
6. *wanted*	[n] = *<n>* Free base + suffix = *want + ed*
7. *opener*	Free base + suffix = *open + er*
8. *watered*	Free base + suffix = *watered*
9. *following*	[f] = *<f>* [■] = *<ng>*
10. *laughed*	[f] = *<gh>* [t] = *<ed>*

3.17 Lesson Seventeen

Review of the Vowel Sounds [u],

1. You can hear the sound [u] in *duck*.

You can hear [ŏŏ] in *bull*.

You can hear [ōō] in *tuna*.

You can hear [yōō] in *mule*.

2. Underline the letters that spell [u], [ŏŏ], [ōō], [yōō]:

done	cube	moons	should
could	buzzer	review	too
use	rule	books	good
cub	full	would	some

3. Sort the words into these three groups:

Words like *duck* with [u]	Words like *bull* with [ŏŏ]:	Words like *tuna* with [ōō]:	Words like *mule* with [yōō]:

4. Sort the words with [ù] into these three groups:

Word with [ŏŏ] spelled <u>	Words with [ŏŏ] spelled <oo>	Words with [ŏŏ] spelled <ou>

5. Three ways of spelling [ŏŏ] are _____, _____, and _____.

☞ !!! ☜

Word Changes

a. Write the word *should* in the blank:..... _____
b. Take away the first two letters and put a <w>at the front of the word:..... _____
c. Take away the second vowel and the second consonant in the word and put another <o>in front of the <d>:..... _____
d. Change the <w>to the seventh letter of the alphabet:..... _____
e. Change the first <o>to the letter that comes three places after <o>in the alphabet, and then change the <d>to the letter that comes in between <v>and <x>in the alphabet:..... _____
f. Change the first consonant in the word to the second consonant in the alphabet:..... _____
g. Change the <w>to another <o>, and then put a <k>at the end of the word:..... _____
h. Take away the second consonant in the word:..... _____
i. Change the first letter of the word to the letter that comes right before it in the alphabet:.... _____

Riddle: Someone who steals from a library is a $\overline{\text{Word \#9}}$ $\overline{\text{Word \#7}}$.

3.18 Lesson Eighteen

Review of Long and Short Vowel Patterns

1. We use <v>to mark _____ letters. We use <c>to mark _____ letters. Draw a tic-tac-toe sign:_____

2. Mark the first vowel in each of these words with a <v>. Then mark the next two letters either <v>or <c>. If you get to the end of the word before you have marked all three letters, use the tic-tac-toe sign to mark the end of the word. Remember that if a word has more than one vowel letter, you start marking with the first one:

baby	bottle	brush	closed	alcohol
dance	doggy	coffee	likely	made
summer	rule	scene	selling	zipper
shut	has	thin	when	different

In words that end VC# mark the letter in front of the <v>either <v>or <c>.

3. Six of these words have the pattern _____.

Ten have the pattern _____.

Four have the pattern _____.

4. Sort the words into this matrix:

	Words with the pattern:		
	VCV	**VCC**	**CVC#**
Words with long vowels			
Words with short vowels			

5. In the pattern VCV the first vowel is _____, but in the pattern VCC the vowel is _____. And in the pattern CVC# the vowel is also _____.

☞ !!! ☜

Watch the Middles!

whiteness	
white	
	ness

ripeness	
ripe	
	ness

3.19 Lesson Nineteen

Silent Final <e> in VCV

1. Here is a review of long and short vowels:

TABLE 3.10:

Short Vowels	Long Vowels
[a] as in *mad*	[ā] as in *made*
[e] as in *met*	[ē] as in *meet*
[i] as in *hid*	[ī] as in *hide*
[o] as in *hop*	[ō] as in *hope*
[u] as in *cut*	[ōo] as in *coot*
[ŏo] as in *cook*	[yōo] as in *cute*

2. Mark the first vowel in each word <v>. Then mark the next two letters either <v>or <c>. If you get to the end of the word before you mark all three letters, use the tic-tac-toe sign to mark the end of the word:

hop	big	hid	mad
vc#			
hope	use	hide	made
cube	stripe	ate	ride
cub	strip	has	rid
name	cap	life	when
crab	home	thin	scene

In words that end VC# mark the letter in front of the V either <v>or <c>.

3. Sort the words into this matrix:

Words that end . . .

	CVC#	VCV
Words with long vowels:		1 | 2
Words with short vowels:	3 | 4	

4. In the CVC# pattern is the vowel long or is it short? _____

5. In the VCV pattern is the first vowel long or is it short? _____

6. All the words in square #2 in the matrix have a silent final <e>and long vowel sound. In each of these words the final <e>is the second vowel in the VCV pattern.

Very often a final <e>is the second vowel in a VCV pattern and shows that the first vowel is long.

7. In words like *made* the final <e>shows that the vowel in front of it is _____.

☞ !!! ☜

Word Venn. The following puzzle is called a Word Venn because it uses circles to help us sort things out in a way that was developed by an Englishman named John Venn. The Word Venn below defines two groups of words: (i) those that go inside the circle and (ii) those that go outside the circle (but inside the rectangle). Write the words into the Word Venn according to the following instructions:

Inside circle A put only words that end with a silent final <e>that marks a long vowel.

Outside the circle (but inside the rectangle) put only words that end with a silent final <e>that does not mark a long vowel.

bottle✓	make	cube	house
scene✓	single	life	prize
hide	ice	once	those

A

1

scene   *bottle*

2
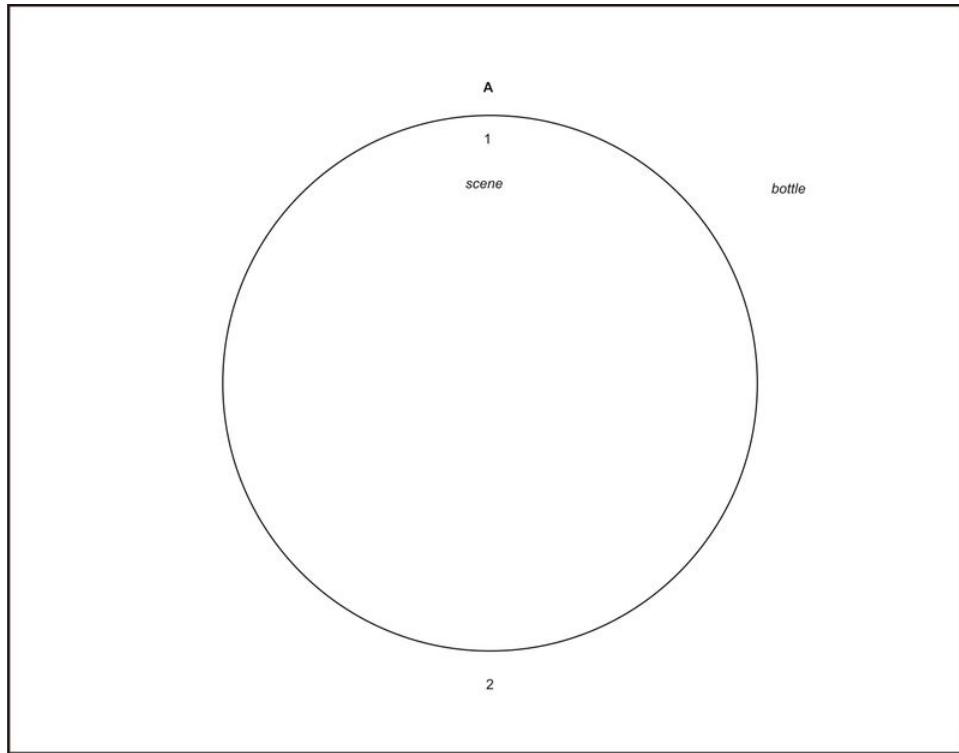
3.20 Lesson Twenty

A Second Kind of Change: Deleting Letters

1. The following rule is called the Rule of _____

Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

2. **Twinning Rule**. Except for the letter _____, you twin the final _____ of a free base that ends in the pattern _____ when you add a suffix that starts with a _____.

3. The Twinning Rule gives us one good reason for making a change when we add elements together to spell a word. Another good reason has to do with silent final <e>.

Sometimes when you add a suffix to a word that ends with a silent final <e>that shows that the vowel in front of it is long, you take away the final <e>: *hope + ing = hopȩ + ing = hoping*

This change is called **deleting the final <e>.**

4. Analyze each of these words into a free base and a suffix. Each free base ends with a final <e>that that shows that the vowel in front of it is long. Sometimes the final <e>was deleted when the suffix was added. Show any final <e>'s that have been deleted. Some of the suffixes may be new to you, but don't worry about that. Just remember that each word starts with a free base that ends with a silent final <e>:

TABLE 3.11:

Word	= Free Base	+ Suffix
ripeness	= *ripe*	+ *ness*
ripest	= *ripȩ*	+ *est*
hopes	=	+
hoping	=	+
likely	=	+
liked	=	+
whiteness	=	+
whitest	=	+
closes	=	+
closed	=	+
timer	=	+
timely	=	+
naming	=	+
names	=	+
cutely	=	+
cutest	=	+
places	=	+
placed	=	+
user	=	+
useless	=	+
writer	=	+

TABLE 3.11: (continued)

Word	= Free Base	+ Suffix
writes	=	+

5. In words where the final <e>was **not** deleted when the suffix was added, did the suffix start with a vowel or with a consonant? _____

6. In words where the final <e>**was** deleted, did the suffix start with a vowel or with a consonant? _____

7. **First Rule for Deleting Silent Final <e>.** If a word ends with a silent final <e>that shows that a vowel sound is long, you delete the silent final <e>when you add a suffix that starts with a _____

☞ !!! ☜

Word Venn. Inside the circle put only words in which a silent final <e>has been deleted. Outside the circle put words in which no silent final <e>has been deleted.

prized✓	hiding	gentlewomen	placing
wastepaper✓	bluebird	striped	shoestring
icing	cubed	fireball	being
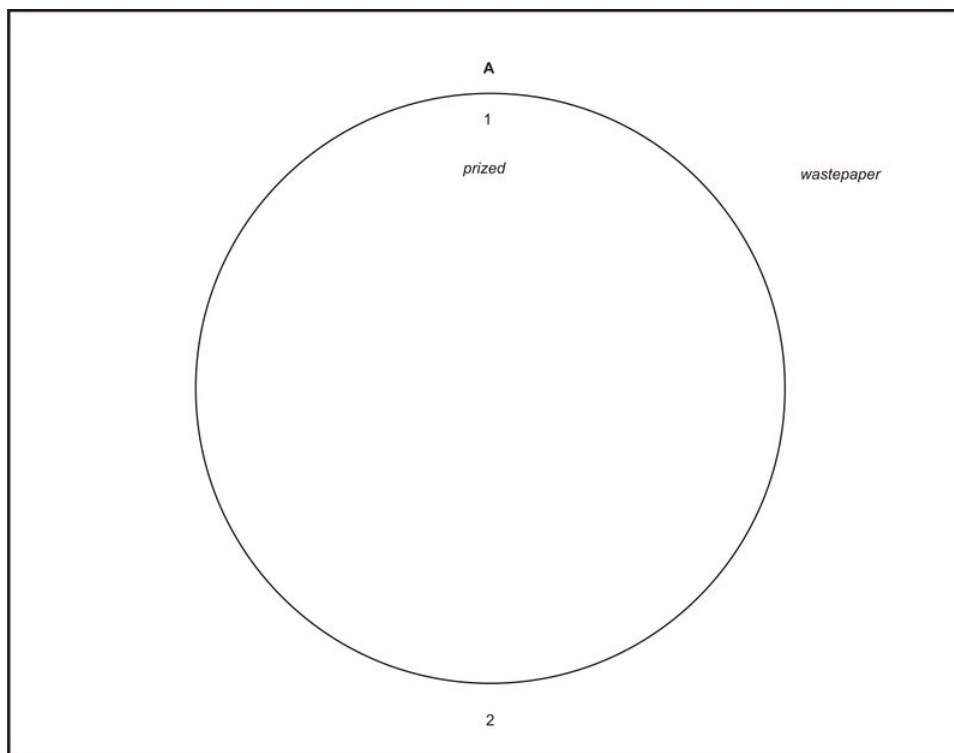
3.21 Lesson Twenty-one

More About Deleting Silent Final <e>

1. **First Rule for Deleting Silent Final <e>.** If a free base ends with a silent _____ that shows that the vowel sound is _____, you _____ the silent final <e>when you add a _____ that starts with a _____.

2. Here is the reason for this final <e>deletion: In the word *hope* you need the <e>for the VCV pattern and to mark <o>as long: $\underset{vcv}{\overset{hope}{}}$

But when you add a suffix that starts with a vowel, such as *-ing,* the vowel at the front of the suffix can take the place of the <e>in the VCV pattern. You don't need the <e>anymore, so out it goes: $hope + ing = hop\not e + ing = \underset{vcv}{hoping}$

But if the suffix starts with a consonant, you still need the final <e>to make the VCV pattern, so it's $\underset{vcv}{hopeless}$ not $\underset{vcc}{*hopless}$

3. Analyze each of these words into a free base and a suffix. Show any final <e>s that have been deleted. Some of the suffixes may be new to you, but don't worry about that now:

TABLE 3.12:

Word	= Free Base	+ Suffix
hoping	=	+
hopes	=	+
making	=	+
makes	=	+
timed	=	+
timer	=	+
naming	=	+
names	=	+
cutest	=	+
cutely	=	+
closed	=	+
closing	=	+

4. Combine these free bases and suffixes. Show any final <e>that must be deleted:

TABLE 3.13:

Free Base	+ Suffix	= Word
close	+ ed	=
close	+ es	=
hide	+ ing	=
hide	+ s	=
home	+ er	=
home	+ ing	=
use	+ ed	=

Free Base	+ Suffix	= Word
use	+ er	=
ice	+ ing	=
ice	+ y	=
write	+ s	=
write	+ er	=

☞ !!! ☜

Word Venn. This Word Venn is different from the ones you've already done because it has not just one circle, but two that overlap one another. Inside circle A you should put only words that end with a silent final <e>. Inside circle B you should put only words that contain a long vowel sound. So inside area 2 you should put only words that (i) end with a silent final <e>and (ii) contain a long vowel sound.

What kind of words should you put outside the circles in area 4?

_____

_____

dance✓	some	serve	once
white✓	cute	home	scene
moon✓	too	boat	week
when	brush	crab	think

137
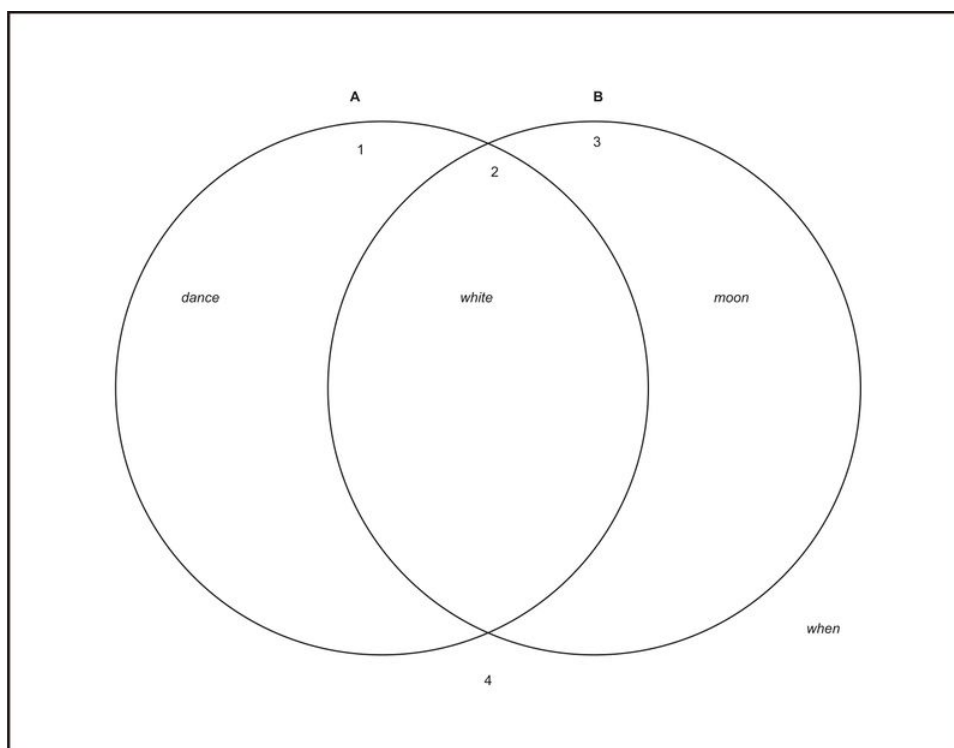
3.22 Lesson Twenty-two

Test Three

TABLE 3.14:

Words	Show any changes:
0. *cuter*	Free base + suffix = *cut$\not{e}$+ er*
1.	Free base + suffix = _____
2.	Free base + suffix = _____
3.	Free base + suffix = _____
4.	Free base + suffix = _____
5.	Free base + suffix = _____
6.	Free base + suffix = _____
7.	Free base + suffix = _____
8.	Free base + suffix = _____
9.	Free base + suffix = _____
10.	Free base + suffix = _____

TABLE 3.15: Answers to Test Three

Words	Show any changes:
0. *cuter*	Free base + suffix = *cut$\not{e}$ +er*
1. *names*	Free base + suffix = *name + s*
2. *closer*	Free base + suffix = *clos$\not{e}$ + er*
3. *cubes*	Free base + suffix = *cube + s*
4. *hoping*	Free base + suffix = *hop$\not{e}$ + ing*
5. *likely*	Free base + suffix = *like + ly*
6. *user*	Free base + suffix = *us$\not{e}$ + er*
7. *icy*	Free base + suffix = *ic$\not{e}$ + y*
8. *ripeness*	Free base + suffix = *ripe + ness*
9. *whitest*	Free base + suffix = *whit$\not{e}$ + est*
10. *crabby*	Free base + suffix = *crab + b + y*

3.23 Lesson Twenty-three

The Suffix -

1. Read the twelve phrases below. Be sure you know what each one means:

several *chairs*	one *color*	all the *plates*
an *airport*	many *shows*	each *year*
that *elephant*	three *uncles*	some *songs*
both *sides*	his *phone*	all *mothers*

2. Now sort the phrases into these two groups:

Phrases with italicized words that . . .

do not end in \<s\>	do end in \<s\>

3. Do the italicized words that do NOT end in $< s >$ have the meaning "one" or do they have the meaning "more than one?"_____.

4. Do the italicized words that DO end in $< s >$ have the meaning "one" or "more than one?" _____.

5. An **element** is the smallest part of a written word that adds meaning to the word.

Write the letter of the correct definition in each of the three blanks:

A **suffix** is _____ (a) an element that carries the basic meaning of a word and can have other elements added to it.

A **base** is _____ (b) a base that can stand free by itself as a word.

A **free base** is _____ (c) an element that goes at the end of a word and cannot stand by itself as a word.

6. Each of the italicized words that ends in $< s >$ has two elements: a free base and the suffix - *s*. For instance, *chairs = chair + s*

Chairs means "more than one chair." If we take the -*s* away, the free base, *chair* means "one chair."

Does the suffix -*s* add the meaning "one" or does it add the meaning "more than one"? _____

7. Here are the italicized words that end with $< s >$. Analyze each one into its free base and suffix:

TABLE 3.16:

Word	= Free Base	+ Suffix
chairs	= *chair*	+ *s*
plates	=	+
shows	=	+
uncles	=	+
songs	=	+
sides	=	+
mothers	=	+

3.24 Lesson Twenty-four

The Suffix -

1. Here are some of the words from the last lesson:

chair	plate	show	uncle
song	side	mother	

They are all a kind of word called **nouns**. One way to describe a **noun** is to say that it is the name of a person, place, or thing.

Another way to describe a noun is to say that it makes sense when we put it into the blank of this sentence: "The _____ seemed okay."

Any word that makes sense in that blank is a noun. For instance, "The chair seemed okay."

2. Try each of the six other words in the blanks below:

The _____ seemed okay. The _____ seemed okay.

The _____ seemed okay. The _____ seemed okay.

The _____ seemed okay. The _____ seemed okay.

Are all six words nouns? _____

3. If we add the suffix *-s* to the noun *chair,* we still have a noun:

The chairs seemed okay.

Add the suffix *-s* to the other six nouns and try them in the blanks:

The _____ seemed okay. The _____ seemed okay.

The _____ seemed okay. The _____ seemed okay.

The _____ seemed okay. The _____ seemed okay.

After you add the suffix *-s* to a noun, is it still a noun? _____

4. We use nouns to point to, or **refer to**, one or more persons, places, or things Read these words:

chair	plate	show	uncle
song	side	mother	

Would you use them to refer to, or point to, only one of what they name or to more than one? _____

5. After you add the suffix *-s* to them, would you use them to refer to one or to more than one? _____

6. Usually when you use a noun to refer to more than one of something, you add the suffix _____.

7. A noun that is used to refer to only one of what it names is called a **singular noun.**

Nouns that are used to refer to more than one of what they name are called **plural nouns**.

A **singular noun** is called singular because it is used to refer to a single thing.

Plural nouns are used to refer to more than one thing. The word *plural* is related to the words *plus*, which has the meaning "more."

8. A noun that is used to refer to just one thing is called a _____.

9. Nouns that are used to refer to more than one thing are called _____.

10. Usually when you want to change a singular noun to a plural noun, you add the suffix _____.

CHAPTER 4 Student 02-Lesson 25-48

Chapter Outline

4.1 Lesson Twenty-five

Sometimes -

1. Usually when you use a noun to refer to more than one of something, you add the suffix _____.

The statement above is a good one, but there are some nouns for which it is not true. Sometimes when you want to refer to more than one of something, instead of adding -*s*, you add -*es*.

2. Some of the singular nouns below take -*s* to form their plural. Others take -*es*. Combine each singular noun with its suffix and write out the plural nouns. Show any cases of final <e>deletion:

TABLE 4.1:

Singular Noun	+ Suffix	= Plural Noun
finger	+ s	=
house	+ es	=
box	+ es	=
brush	+ es	=
father	+ s	=
dance	+ es	=
catch	+ es	=
guess	+ es	=
place	+ es	=
speech	+ es	=
pitch	+ es	=
phone	+ s	=
waltz	+ es	=
surprise	+ es	=
inch	+ es	=

4. Sort the fifteen singular nouns into the following two groups:

Singular nouns that take . . .

-s	*-es*

4.2 Lesson Twenty-six

When It's -

1. In the last lesson you found these two groups of singular nouns:

Singular nouns that take . . .

-es	*-s*
house	father
box	phone
bus	finger
dance	
catch	
guess	
place	
speech	
pitch	
waltz	
surprise	
inch	

Sort these twelve singular nouns into this matrix. Remember that the letter <x> at the end of words spells the combination of sounds [ks]. When you get done, two of the squares should still be empty:

Singular nouns that . . .		
	end with the sounds [s], [z], [sh], or [ch]:	do not end with [s], [z], [sh], or [ch]:
Nouns that take *-s:*		
Nouns that take *-es:*		

2. When you want to refer to more than one of something with a singular noun that ends in the sounds _____, _____, _____, or _____, you add *-es.*

3. Now you can write a more useful rule for choosing *-s* and *-es*: When you want to refer to more than one of something with a noun that ends in the sounds _____, _____, _____, or _____, you add *-es*, but with most other nouns you add _____.

☞ !!! ☜

Word Changes

    a. Write the word *catch* in the blank: ... _____

    b. Add the suffix that means "more than one": ... _____

    c. Change the < s > to the letter that comes right in front of it in the alphabet: ... _____

    d. Change the first letter of the word to <w>and change the last letter to < s >: ... _____

    e. Change the first vowel in the word to <l>: ... _____

    f. Change the first letter in the word to the letter that comes between <o>and <q>in the alphabet and change the < s > back to <r>: ... _____

    g. Add the suffix that means "more than one": ... _____

    h. Take away the < p > and the <t>. Then move the <r>up to the front of the word: ... _____

    i. Change the last letter of the word back to an <r>: ... _____

Riddle: A baseball player who makes a lot of money might be called a $\overline{\text{Word \#9}}$ $\overline{\text{Word \#6}}$.

4.3 Lesson Twenty-seven

Practice with -

1. When you want to refer to more than one of something with a singular noun that ends in the sounds _____, _____, _____, or _____, you add *-es*, but with most other nouns you add _____.

2. Add the suffix *-s* or *-es* to each of the following singular nouns. Show any cases of final \<e>deletion:

TABLE 4.2:

Singular Noun	+ -s or -es	= Plural Noun
chair	+ s	= *chairs*
box	+	=
account	+	=
book	+	=
bottle	+	=
brother	+	=
dance	+	=
guess	+	=
inch	+	=
house	+	=
kiss	+	=
pitch	+	=
uncle	+	=
surprise	+	=
waltz	+	=

3. Analyze each of the following plural nouns into a singular noun and suffix. Show any cases of final \<e>deletion:

TABLE 4.3:

Plural Noun	= Singular Noun	+ Suffix
bushes	= *bush*	+ *es*
dances	=	+
surprises	=	+
catches	=	+
zoos	=	+
prizes	=	+
laughs	=	+
speeches	=	+
fathers	=	+
summers	=	+
taxes	=	+
brushes	=	+
houses	=	+

TABLE 4.3: (continued)

Plural Noun	= Singular Noun	+ Suffix
dinners	=	+
places	=	+

☞ !!! ☜

Watch the Middles!

account	
ac	
	count

society	
soci	
	ety

4.4 Lesson Twenty-eight

A Third Kind of Change: Replacing Letters

1. You have seen that singular nouns that end with the sounds [s], [z], [ch], or [sh] take the plural suffix *-es*. An example of another kind of singular noun that takes *-es* rather than *-s* is *story*, with its plural *stories*.

Stories can be divided into the singular noun *story* plus the suffix *-es*. But if we simply add those two elements together, we get a wrong spelling: *story + es = *storyes*. Here is what really happens: *story̸ + i + es = stories*

When we add *-es* to *story,* a letter is taken away and another one is put in its place.

What letter is taken away? _____

What letter is put in its place? _____

When we add the suffix *-es* to nouns like *story*, the <y>is replaced with _____.

2. The following rule is called the Rule of _____:

Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

Two reasons for making a change when you add elements together are **twinning final consonants** in words like *running* (*run + n + ing*) and **deleting final <e>** in words like *riding* (*rid̸e + ing*). Changing the <y>to $<i>$ in words like *stories* is a third kind of change. It is a third case where the Rule of Simple Addition does not apply.

3. Divide each of these plural nouns into its singular noun plus *-es* or *-s*. Show cases where the <y>changes to $<i>$:

TABLE 4.4:

Plural Noun	= Singular Noun	+ Change	+ Suffix
stories	= *story̸*	+ *i*	+ *es*
yesterdays	= *yesterday*		+ *s*
doggies	=		+
schoolboys	=		+
supplies	=		+
countries	=		+
monkeys	=		+
babies	=		+
tries	=		+
societies	=		+
centuries	=		+
attorneys	=		+
hobbies	=		+

4. Look at the singular nouns in which the <y>changed to an $<i>$. Is the letter right in front of the <y>a vowel or is it a consonant? _____. Which suffix did they take, *- es* or *-s*? _____.

5. Look at the singular nouns in which the <y>did not change to an $<i>$. Is the letter right in front of the <y>a vowel or is it a consonant? _____. Which suffix did they take, *- es* or *-s*? _____

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6. When you make a plural noun out of a singular noun that ends in the letter _____with a _____-
__ letter right in front of it, you change the _____ to _____and add the suffix _____.

☞ !!! ☜

Word Venn. Inside circle A put only those singular nouns that use the suffix -*es* to form their plural. Inside circle B put only those singular nouns that end with the letter <y>.

What should you put inside area 2?

_____

_____

_____

What kind of singular nouns should you put in area 4 outside the circles?

_____

_____

_____

grass	box	owner	church
century	baby	society	worry
replay	attorney	Wednesday	monkey
rerun	bush	horseshoe	lunchroom
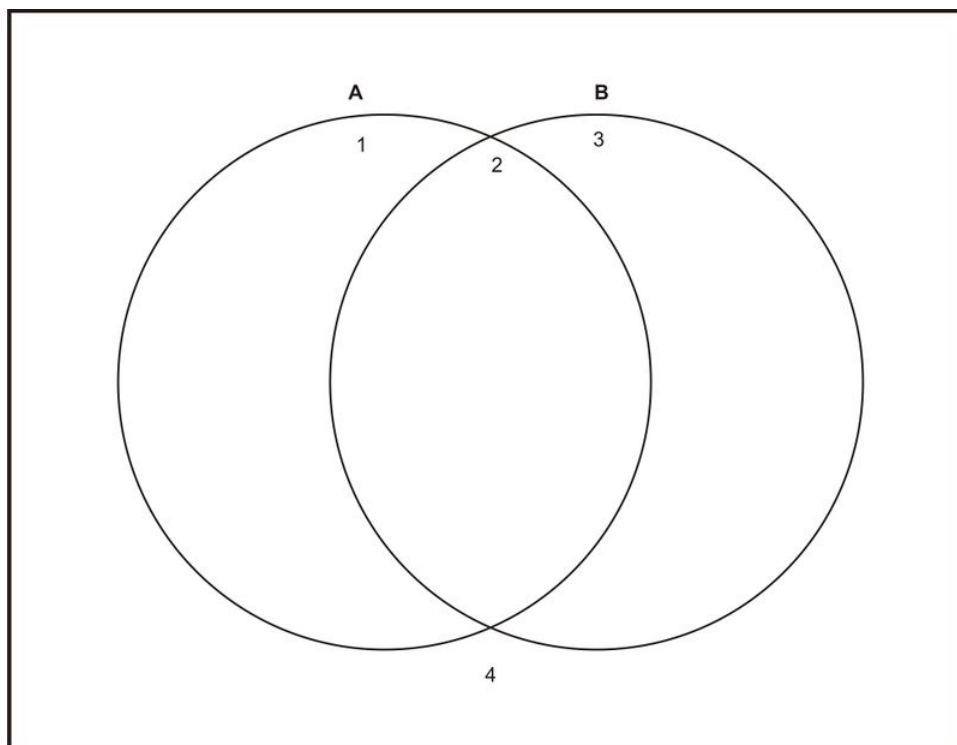
4.5 Lesson Twenty-nine

Summary of the Suffixes -

1. When you make a plural noun out of a singular noun that ends in the sounds _____, _____, _____, or _____, you add *-es*.

2. When you make a plural noun out of a singular noun that ends in the letter <y>with a _____ letter right in front of it, you change the _____ to _____ and add the suffix _____.

3. But usually when you want to make a noun plural, you just add the suffix _____.

4. Now put those three statements together into one good rule for how to spell plural nouns with the *-s* or *-es* suffix:

Rule for Spelling Plural Nouns

When you make a plural out of singular noun that ends in the sounds ____, ____, ____, or _____, you add the suffix _____, and when you want to make a plural out of singular noun that ends in a <y>with a _____-____ letter right in front of it, you change the _____ to _____ and add the suffix _____, but with other nouns you just add the suffix _____.

5. Analyze each of these plural nouns into a singular noun plus a plural suffix. Show any letters that must be deleted or replaced:

TABLE 4.5:

Plural Noun	= Singular Noun	+ Plural Suffix
countries	= *country̸ + i*	+ *es*
years	=	+
freeways	=	+
turtles	=	+
elephants	=	+
dances	=	+
monkeys	=	+
kisses	=	+
families	=	+
schoolboys	=	+

6. Add the correct suffix to each of these singular nouns to make them plural, again showing any letters that must be deleted or replaced:

TABLE 4.6:

Singular Noun	+ Suffix	= Plural Noun
try̸ + i	+ *es*	= *tries*
Wednesday	+	=
speech	+	=
surprise	+	=
attorney	+	=

TABLE 4.6: (continued)

Singular Noun	+ Suffix	= Plural Noun
mommy	+	=
price	+	=
beauty	+	=
society	+	=
country	+	=

4.6 Lesson Thirty

More Practice with Plural Suffixes

1. With this Word Flow you can change the fifteen singular nouns at the top of the page into fifteen plural nouns. Trace your path carefully. Decide which suffix each singular noun takes and in which box each plural noun should be written:
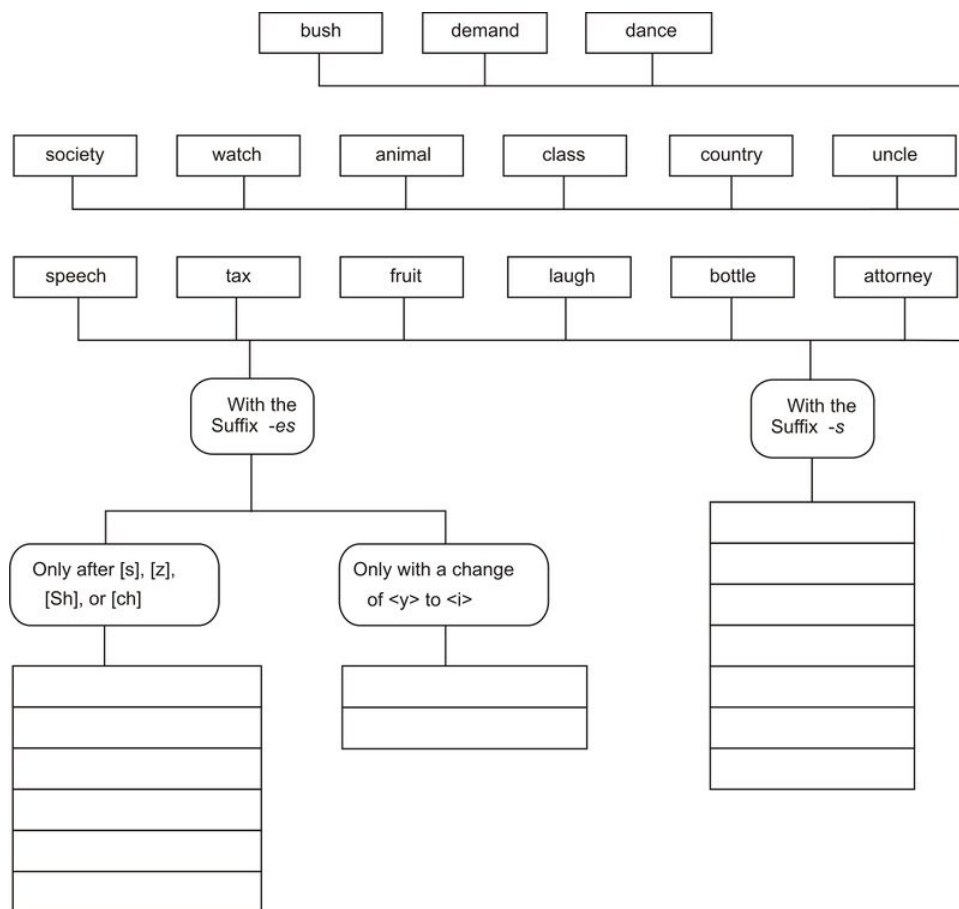
2. Now write the fifteen plural nouns in alphabetical order:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

3. Nouns that refer to more than one thing are called _____

4. Nouns that refer to just one thing are called _____

5. Be ready to talk about these questions:

    a. What is a suffix?
    b. What is a plural suffix?
    c. What is a noun?
    d. What is a singular noun?
    e. What is an element?
    f. What four letters are always vowels?
    g. What letters are sometimes vowels, sometimes consonants?
    h. What letters are always consonants?

4.7 Lesson Thirty-one

More About Suffixes and <y>to

1. Here is another chance for you to try out your new rule for spelling plural nouns. Add either *-s* or *-es* to each singular noun. Be sure to show any changes:

TABLE 4.7:

Singular Noun	+ Suffix	= Plural Noun
ability + *i*	+ *es*	= *abilities*
dance	+	=
six	+	=
yesterday	+	=
blackberry	+	=
demand	+	=
breath	+	=
wednesday	+	=
family	+	=
design	+	=
buzz	+	=
library	+	=
beauty	+	=
pattern	+	=
success	+	=
attorney	+	=

2. You've seen that <y>changes to < i > when you add the suffix - *es* to singular nouns that end in a <y>with a consonant right in front of it. A <y>with a consonant in front of it also changes to < i > also when you add the suffixes *-ed* or *-er* or *-est*.

3. Watch for all kinds of changes when you combine the following words and suffixes to make new words:

TABLE 4.8:

Word	+ Suffix	= New Word
supply	+ er	=
bottle	+ ed	=
arrive	+ ing	=
hop	+ er	=
white	+ est	=
like	+ ed	=
try	+ ed	=
use	+ er	=
yes	+ es	=
surprise	+ ed	=

4. Here are some to do the other way around:

TABLE 4.9:

Word	= Shorter Word	+ Suffix
dancer	= *danc¢*	+ *er*
supplied	=	+
waltzing	=	+
arrived	=	+
designer	=	+
sorriest	=	+
phoning	=	+
writer	=	+
guessing	=	+
pitcher	=	+

4.8 Lesson Thirty-two

Test Four

TABLE 4.10:

Words	Analysis
0. *families*	Singular Noun + Suffix = *family̸ + i + es*
1.	Free Base + Suffix = _____
2.	Free Base + Suffix = _____
3.	Free Base + Suffix = _____
4.	Free Base + Suffix = _____
5.	Singular Noun + Suffix = _____
6.	Free Base + Suffix = _____
7.	Singular Noun + Suffix = _____
8.	Shorter Word + Suffix = _____
9.	Singular Noun + Suffix = _____
10.	Singular Noun + Suffix = _____

TABLE 4.11: Answers to Test Four

Words	Analysis
0. *families*	Singular Noun + Suffix = *family̸ + i + es*
1. *bushes*	Free Base + Suffix = *bush + es*
2. *houses*	Free Base + Suffix = *house̸ + es*
3. *dances*	Free Base + Suffix = *dance̸ + es*
4. *catches*	Free Base + Suffix = *catch + es*
5. *attorneys*	Singular Noun + Suffix = *attorney + s*
6. *tried*	Free Base + Suffix = *try̸ + i + ed*
7. *beauties*	Singular Noun + Suffix = *beauty̸ + i + es*
8. *supplier*	Shorter Word + Suffix = *supply̸ + i + er*
9. *societies*	Singular Noun + Suffix = *society̸ + i + es*
10. *Wednesdays*	Singular Noun + Suffix = *Wednesday + s*

4.9 Lesson Thirty-three

The Consonant Sounds [h] and [th]

1. You can hear the sound [h] at the beginning of *help*.

2. Usually [h] is spelled <h>, and sometimes <wh>. Underline the letters that spell [h] in the following words:

who	anyhow	heated	whom
alcohol	whole	helicopter	horse
lighthouse	stockholder	whose	high

3. The sound [h] is spelled _____ in eight of the words.

It is spelled _____ in four of the words.

4. Sort the words into these two groups:

Words with [h] spelled . . .

<h>		<wh>

5. Two ways to spell [h] are _____ and _____.

6. You can hear the sound [th] at the beginning of *thing*.

7. Underline the letters in the words below that spell [th]. Be careful! Some of the words do not contain [th] — and so in these words you should not underline any letters:

something	earth	thirty	through
thank	lighthouse	breath	thin
light	thought	church	fifth
short	often	white	hothead

8. Sort the words into these groups:

Words with . . .

[th]	no [th]

9. The two words with <th>but not [th] are _____ and _____.

10. How many ways did you find to spell [th]? _____

11. **How to Spell [th]**. The sound [th] is always spelled _____.

That is an easy rule — and a good one!

☞ !!! ☜

Word Pyramids. The following Pyramids consist of words that contain the sound [h] spelled <h>:

H	O	R	S	E

H	E	A	T	E	D
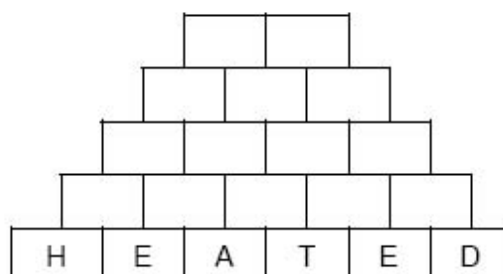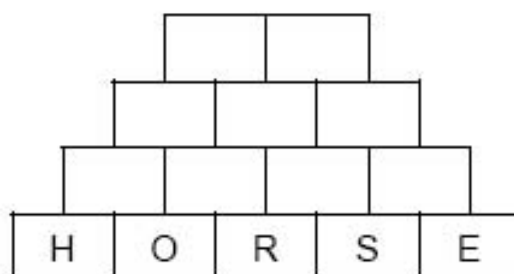
4.10 Lesson Thirty-four

The Consonant Sounds [th] and [

1. There are two sounds that are spelled <th>and that sound very much alike. You worked with the first one in Lesson Thirty-three: the [th] sound that you can hear at the front of the word *thin*.

You can hear the other <th>sound at the front of the word *then*. You can hear the difference between the two if you say *thin* and *then* right after one another two or three times. *Thin* starts with the sound [th]. *Then* starts with the other sound, which we will write out as [th].

So *thin* starts with [th], and *then* starts with [th].

You can also hear the two sounds at the end of *bath* and *bathe*. *Bath* ends with [th]. *Bathe* ends with [th].

2. Sort the words below into the two groups:

through	breath	that	further
thief	breathe	fifth	sixth
though	thought	cloth	clothes
thirties	threw	they	this
there	another	father	tooth

Words that contain . . .

[th]		[th]	

3. In all of the words that contain [th], how is [th] spelled? _____

4. So in this lesson you've seen that <th>spells two different sounds. The two sounds that are spelled <th>are _____ and _____.

☞ !!! ☜

Word Find. This Find contains twenty words that all start with the sounds [th] or [th]. But this one is a little different from the ones you've done so far. We are not going to tell you what the twenty words are ahead of time. You will have to find them on your own. After you have found them, sort them into the two groups described below:

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```
T H R E E T H R E W   T M E
H E O U T H A T H X   H M T
E N X T H E E H U L   O T H
N J T H E M S E L V E S H O U
  H I R       F T H A E O U
  I R E       T H R T H U G
  E T F       T A T H I S H
  F Y O       H N H   D A N
  D U R       I K E   W N H
  B F E       N O Y   C D E
```

Words that Start with [th]:		Words that Start with [<u>th</u>]:	

4.11 Lesson Thirty-five

The Consonant Sounds [w] and [y]

1. You can hear [w] at the beginning of *wet*.

You can hear [y] at the beginning of *yet*.

2. Underline the letters that spell [w] and [y] in these words:

warm	yours	yearly	would
swimmer	woman	toward	yesses
schoolyard	wasted	quick	square
beyond	words	twinning	young

3. Sort the words into these groups:

Words with the sound . . .

[w]:		[y]:

4. Sort the words with [w] into these two groups:

Words with [w] spelled . . .

<w>		<u>:

5. In all six of the words that contain [y], the [y] sound is spelled _____.

☞ !!! ☜

Word Scrambles

If you unscramble the letters in each of the words below and fit them into the boxes, you will spell five other words that all contain the sounds [w] or [y]. We have given you a start by filling in the letters that spell [w] or [y] in each of the words you are trying to spell:

rods	w					
sour	y					
moan	w					
relay	y					
boned			y			

4.12 Lesson Thirty-six

The Consonant Sounds [l] and [r]

1. You can hear [l] at the beginning of the word *lay*.

You can hear [r] at the beginning of the word *ray*.

2. The sound [r] is usually spelled <r>, <rr>, or <wr>. The sound [l] is usually spelled <l>or <ll>. Underline the letters that spell [l] or [r]:

alcohol	color	doorbell	square
earth	write	parrot	animal
wrong	other	follow	sorry
lucky	right	written	girl
lighthouse	hello	worry	arrive

3. Sort the words into these groups. Be careful! Two words go into both groups:

Words with . . .

[r]		[l]	

4. The sound [l] is spelled _____ in six words.

The sound [l] is spelled _____ in three words.

5. Sort the words with [l] into these two groups:

Words with [l] spelled . . .

<l>	<ll>

6. Two ways to spell [l] are _____ and _____.

☞ !!! ☜

Word Pyramids. The following Pyramid is made up of words that contain the sound [l] spelled <l>:
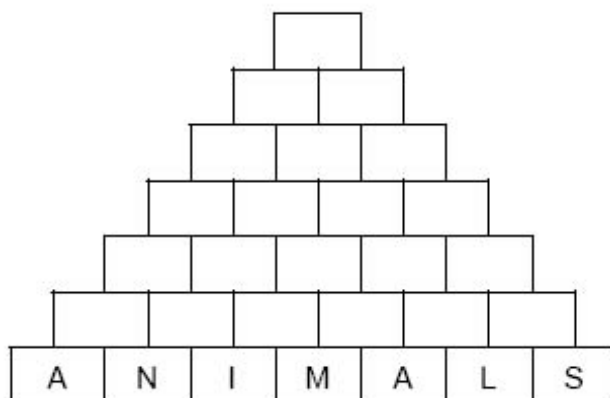
| A | N | I | M | A | L | S |

The following Pyramid is made up of words that contain the sound [r] spelled <r>:
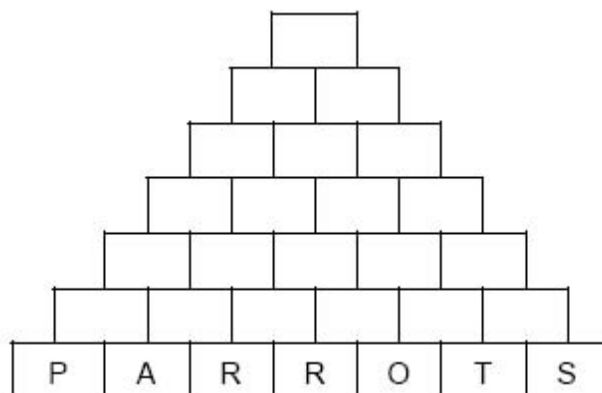
| P | A | R | R | O | T | S |

4.13 **Lesson Thirty-seven**

More About [r]

1. The sound [r] is usually spelled <r>or <rr>, and sometimes <wr>. Underline the letters that spell [r]:

across	write	parrot	another
earth	sorry	other	wrong
right	written	arrive	airport
worry	together	over	square

2. In nine words [r] is spelled _____. In four words [r] is spelled _____.

In three words [r] is spelled _____.

3. Now sort the words with [r] into these groups:

Words with [r] spelled . . .

<r>	<rr>	<wr>

4. Three ways to spell [r] are _____, _____, and _____.

☞ !!! ☜

Word Squares

All but three of the words in this Squares contain the sound [r].

Three-letters: ate

Four-letters: over, girl, goes

Five-letters: earth, right, worry, other, wrong, round, often, three

six-letters: across, writer, parrot, arrive

Seven-letters: sorrier, written, another, airport

Eight-letters: together
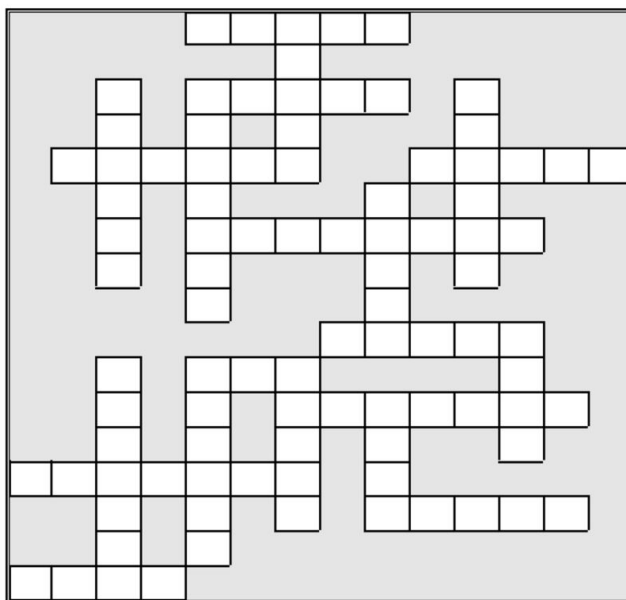
The words that do not contain [r] are _____, _____, and _____.

4.14 Lesson Thirty-eight

Compounds Like

1. You have seen that compound words like *raindrop*, *flowerpot*, and *catbird* shorten phrases that contain words like *of, for*, and *like*: "a drop **of** rain," "a pot **for** flowers," "a bird **like** a cat." Other compounds shorten similar phrases that contain other words:

A backyard is a yard **in** the back.

A farmhouse is a house **on** a farm.

A seashell is a shell **from** the sea.

Fill in the blanks:

Soil **at** the top is _____.

A house **with** a light is a _____.

A step **to** the side is a _____.

A spot **on** the sun is a _____.

Light **from** the moon is _____.

An ache **in** your head is a _____.

2. Now try some the other way around:

A sunburn is a _____.

A headlight is a _____.

An eardrum is a _____.

A tabletop is the _____.

A sailboat is a _____.

A sidewalk is a _____.

3. The following compounds shorten phrases like those with which you have been working. But some of them contain words with which you haven't yet worked. See how you can do at analyzing the compounds to show the phrases they shorten:

A dogfight is a _____.

An eyebrow is a _____.

Backspin is _____.

A churchyard is a _____.

A campfire is a _____.

A middleman is a. _____.

Rainwater is _____.

4. The compound *popcorn* shortens the phrase "corn that pops." The following compounds follow that same pattern. Fill in the blanks:

A dog that watches is a _____.

A table that turns is a _____.

A worm that glows is a _____.

A torch that blows is a _____.

A line that guides is a _____.

A man who works is a _____.

5. Now try these slightly different ones:

When the earth quakes, it's an _____.

When a tooth aches, it's a _____.

When your nose bleeds, it's a _____.

When your heart beats, it's a _____.

When some landslides, it's a _____.

When day breaks, it's _____.

When a snake bites, it's a _____.

☞ !!! ☜

Word Venn. Inside circle A put only words containing the sound [r]. Inside circle B put only words containing the sound [l]:

earthquake	turntable	often	toothpaste
yearly	parrot	wrong	landslide
whole	rainwater	helicopter	thought
themselves	headache	guideline	motorcycle
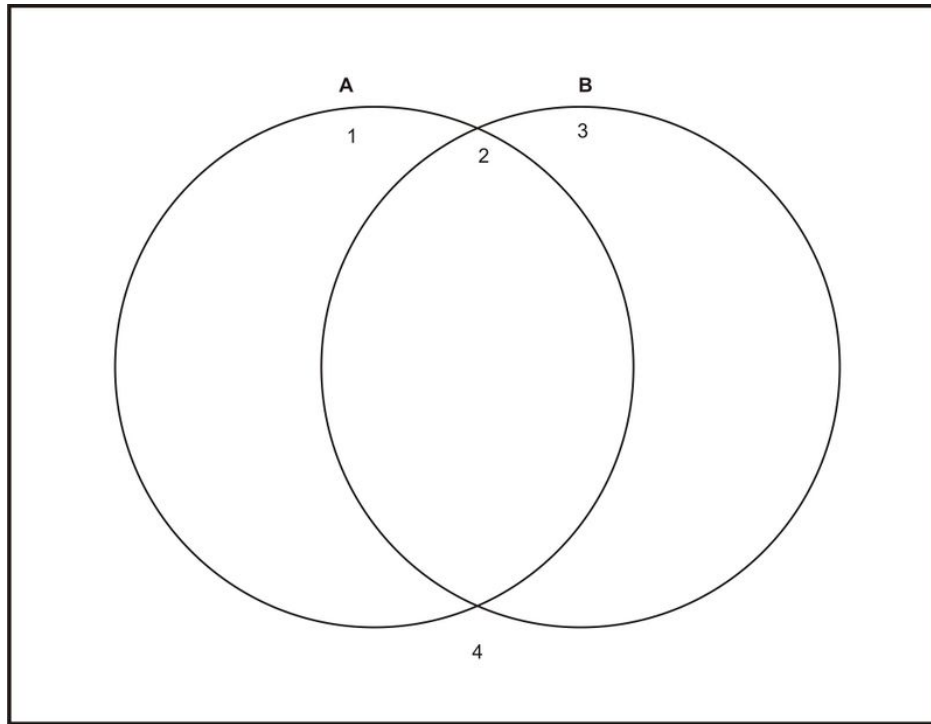
4.15 Lesson Thirty-nine

Compounds Like

1. The following compounds all contain the suffix *-er* that means "one that does":

Someone who catches dogs is called a *dogcatcher*.

Someone who slaps backs is called a _____.

Someone who keeps books is called a _____.

Someone who goes to church is called a _____.

Someone who makes dresses is called a _____.

Someone who fights fires is called a _____.

Someone who owns a home is called a _____.

Someone who breaks the law is called a _____.

Something that saves lifes is called a _____.

Someone who builds ships is called a _____.

Someone who holds stock is called a _____.

Someone who makes trouble is called a _____.

2. Here is a new pattern. Fill in the blanks:

If steam runs the boat, it is called a *steamboat*.

If wind runs the mill, it is called a _____.

If a motor runs the cycle, it is called a _____.

If water turns the wheel, it is called a _____.

3. And here is a lightly different pattern:

A bee that makes honey is called a _____.

A girl who works with cows is called a _____.

A glass that measures the hours is called an _____.

A mate who shares a room is called a _____.

A man who makes sales is called a _____.

4. Fill in the blanks:

Bread you make with ginger is *gingerbread*.

Sauce you make with apples is _____.

A knife you carry in your pocket is a _____.

Wax made by bees is _____.

Cake eaten with coffee is _____.

Work you do at home is _____.

A pot in which you make tea is a _____.

A tub in which you take baths is a _____.

A room in which you take baths is a _____.

Paste with which you clean your teeth is _____.

Water is which you wash dishes is _____.

The room in which you eat lunch is the _____.

A field in which people fight a battle is a _____.

☞ !!! ☜

Word Venn. This Venn can be a bit tricky because you have eight different groups to worry about. But if you go slowly and surely and are careful to check off words as you enter them into the circles, you should be able to get things all sorted out. Inside circle A put only compound words that contain the sound [r]. Inside circle B put only compounds that contain the sound [l]. Inside circle C put only compounds that contain the letter <y>spelling a vowel sound:

bookkeeper	daybreak	honeybee	toothache
firefighter	troublemaker	headlight	schoolboy
roommate	eyebrow	pocketknife	dogfight
battlefield	lawbreaker	blackberry	motorcycle
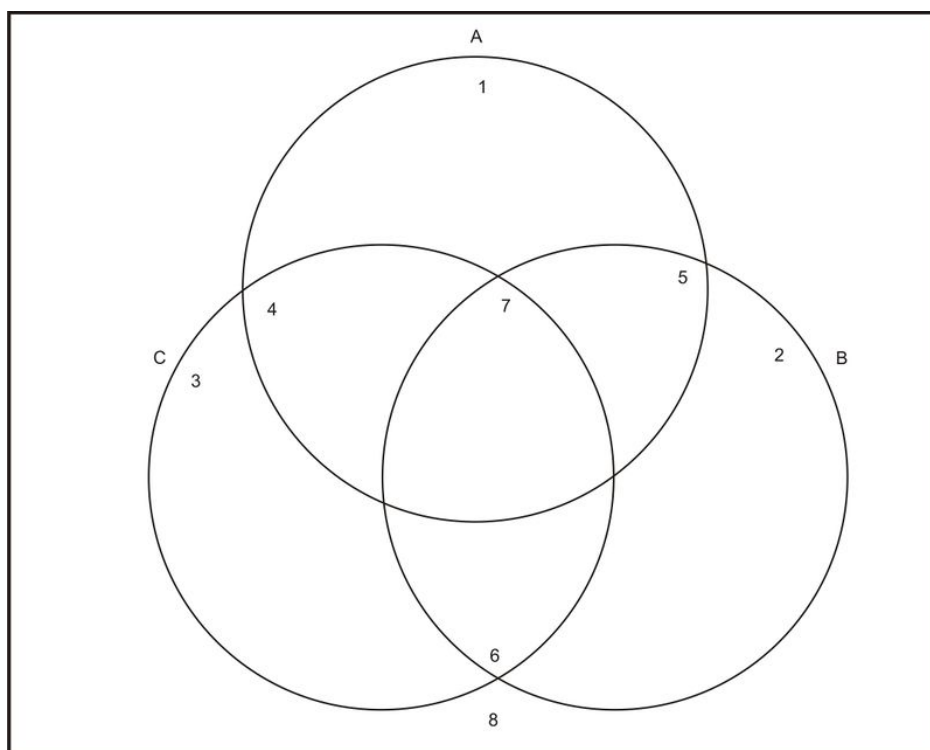
4.16 Lesson Forty

The Prefix

1. An **element** is a part of a written word that adds meaning to the word.

A **suffix** is _____

_____.

A **base** is _____

_____.

A **free base** is _____

_____.

A **bound base** is _____

_____.

2. Here is a new term: A **prefix** is an element that cannot stand free as a word and goes at the front of words.

All of the following words contain the same prefix. Analyze each word into its prefix and free base:

TABLE 4.12:

Word	= Prefix	+ Free Base
rebuild	=	+
reheat	=	+
rewrite	=	+
replay	=	+
redo	=	+
relieve	=	+

3. Think about what the word *rebuild* means. Then think about what the free base *build* means. Which of these meanings does the prefix *re-* add to the word *rebuild*? "Not," "Again," "More than one," or "Yesterday"? _____-_____

4. Be ready to talk about these questions:

A. How did you figure out what the prefix was?

B. How did you figure out what the prefix meant?

5. Not all words that start out with the letters <re>contain the prefix *re-*. Four of the following words do — and four do not:

redraw	reader	rewritten	reach
ready	relight	reddest	remake

Write down the four words that contain the prefix *re*-:

Write down the four words that do not contain the prefix *re*-:

6. Be ready to talk about this question: How did you figure out which four words contained the prefix *re*-?

☞ !!! ☜

Watch the Middles!

relight	
re	
	light

rewrite	
re	
	write

4.17 Lesson Forty-one

The Meanings of

1. Sometimes the prefix *re-* means "Again" and sometimes it means "Back."

2. All of the words below contain the prefix *re-*. Divide each word into its prefix and its shorter word. Then in the last column write down either "Again" or "Back," depending on what you think the re- means in that word.

TABLE 4.13:

Word	= Prefix	+ Shorter Word	*Re- means:*
repay	= *re*	+ *pay*	*"Back"*
recycled	=	+	
replace	=	+	
rewriting	=	+	
rebuild	=	+	
rebounds	=	+	
reselling	=	+	
replayed	=	+	
reheat	=	+	
refueled	=	+	
rerunning	=	+	

3. Seven of the shorter words you found above can be divided into an even shorter free base plus a suffix. Write the seven words in the "Words" column below and divide each one into its free base and suffix. Show any twinning and final <e>deletion:

TABLE 4.14:

Word	= Free Base	+ Suffix
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+

4. Sometimes the prefix *re-* means _____ and sometimes it means _____.

☞ !!! ☜

Word Find

Find these twelve words, each of which contains the prefix *re-*:

repay	recycle	replace	rewrite
rebuild	replay	refuel	redo
relive	relight	redraw	rewritten

```
R  E  W  R  T  T  N     D  R  A  W  R  E  P  L
E  R  J  M  Z  R  E  P  L  A  Y  R  E  P  L  A
R  E  C  Y  C  L  E  R  E  Q  U  I  W  R  C  E
E  P  B  L     W  R  I  T  E  B  C  R  E
M  A  U  D     H  E  G  F  N  D  J  I  F  H
R  Y  I  R  E  P  L  A  C  E  M  H  T  U  E
E  B  R  E  W  R  I  T  T  E  N  J  E  E  H
B  U  E  O  L  M  G     C  Y  C  L  R  L
U  I  C  D  O  N  H     R  L  I  R  E  W  R  I
I  L  Y  I  G  H  T  K  E  A  L  E  A  O  E  L
L  T  R  E  L  I  V  E  P  R  E  D  R  A  W  H
D  O  E  H     V  W  U  A  E  B  O  E  D  W  C
```

Words in alphabetical order:

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.

4.18 Lesson Forty-two

Test Five

TABLE 4.15:

Words	Analysis
1.	[r] = _____; [t] = _____
2.	[y] = _____; [n] = _____
3.	[r] = _____; [v] = _____
4.	[r] = _____; [th] = _____
5.	[r] = _____; [th] = _____
6.	Prefix + Free Base + Suffix = _____
7.	Prefix + Free Base + Suffix = _____
8.	Prefix + Free Base = _____
9.	Free Base + Suffix = _____
10.	[r] = _____; [t] = _____

TABLE 4.16: Answers to Test Five

Words	Analysis
1. *parrot*	[r] = *<rr>*; [t] = *<t>*
2. *beyond*	[y] = *<y>*; [n] = *<n>*
3. *arrive*	[r] = *<rr>*; [v] = *<v>*
4. *breathe*	[r] = *<r>*; [th] = *< th >*
5. *earth*	[r] = *<r>*; [th] = *< th >*
6. *replaying*	Prefix + Free Base + Suffix = *re + play + ing*
7. *recycled*	Prefix + Free Base + Suffix = *re + cycle̸ + ed*
8. *rebuild*	Prefix + Free Base = *re + build*
9. *sorrier*	Free Base + Suffix = *sorry̸ + i + er*
10. *written*	[r] = *<wr>*; [t] = *< tt >*

4.19 Lesson Forty-three

Review of Long and Short Vowel Patterns

1. Mark the first vowel in each of these words with a <v>. Then mark the next two letters, either <v>or <c>. If you get to the end of the word before you have marked three letters, use the tic-tac-toe sign to mark the end of the word:

baby	hobbies	monkey	white	grandfather
follows	cutely	icing	pattern	home
scene	yes	reddest	rid	watches
union	yesterday	hot	that	then
ate	placing	ride	these	whole

Now in words ending VC# mark the letter in front of <v>either <v>or <c>.

2. Sort the words into this matrix:

Words with the pattern . . .

	VCC	CVC#	VCV
Words with short vowels:	1	2	3
Words with long vowels:	4	5	6

3. In the patterns _____ and _____ the vowels are _____, but in the pattern _____-the first vowel is _____.

4. Mark the first vowel in each of these words with a <v>. Then mark the next two letters, either <v>or <c>:

hopes	alcohol	uncle	hobbies	even	cutest
seller	sister	union	whose	yesterday	whitest
placing	lucky	follow	safely	wrong	written

5. Now sort the words into this matrix. Several squares should be empty when you are done:

Words with . . .

	VCC	VCV
Words with [a]		
Words with [e]		
Words with [i]		
Words with [o]		
Words with [u]		
Words with [ā]		
Words with [ē]		
Words with [ī]		
Words with [ō]		
Words with [o͞o]		
Words with [yo͞o]		

4.20 Lesson Forty-four

Review of Consonant Sounds and Letters

1. Underline the letters that spell [p], [b], [t], [d], [k], and [g] in these words:

pattern	beauty	ability	design	success
thinker	doggies	backs	princess	ghost
picnic	yesterday	account	attorney	hobby
replace	supply	library	bottle	reddest
school	kickers	together	hungry	supplies
asking	battle	society	applesauce	grandmother

2. Now sort the words into the following groups:

Words with the sound . . .

[p]	[b]	[t]

Words with the sound . . .

[d]	[k]	[g]

4. Two ways of spelling [p] are ____ and ____.

5. Two ways of spelling [b] are ____ and ____.

6. Two ways of spelling [t] are ____ and ____.

7. Two ways of spelling [d] are ____ and ____.

8. Three ways of spelling [g] are ____, ____ and ____.

9. Five ways of spelling [k] are ____, ____, ____, ____ and ____.

☞ !!! ☜

Watch the Middles!

picnics	
picnic	
	s

sixth	
six	
	th

4.21 Lesson Forty-five

Review of Vowel Sounds and Letters

1. Circle the letters that are spelling the first vowel sound in these words:

safely	ready	teachers	sister	grandfather
hiding	often	loading	buzzing	moon
united	cutest	good	dancing	after
gave	yesterday	even	princess	cycle
watered	show	brother	rulers	book
play	hello	freeways	dinners	whitest
mommy	those	young	who	full

2. Sort the words into these groups. Each word goes into just one group:

TABLE 4.17: Words with the sound . . .

[a]	[ā]	[e]

3.

TABLE 4.18: Words with the sound . . .

[ē]	[i]	[ī]

4.

TABLE 4.19: Words with the sound . . .

[o]	[ō]	[u]

5.

TABLE 4.20: Words with the sound . . .

[o͝o]	[o͞o]	[yo͞o]

6. In the words above two ways to spell [ā] are _____ and _____.

7. In the words above two ways to spell [e] are _____ and _____.

8. Three ways to spell [ē] are _____, _____, and _____.

9. Two ways to spell [ī] are _____ and _____.

10. Two ways to spell [o] are _____ and _____.

11. Three ways to spell [ō] are _____, _____, and _____.

12. Three ways to spell [u] are _____, _____, and _____.

13. Two ways to spell [ŏŏ] are _____ and _____.

14. Three ways to spell [ōō] are _____, _____, and _____.

15. One way to spell [yōō] is _____.

☞ !!! ☜

Word Venn. Inside the A circle put only words that contain the sound [a]. Inside circle B put words that contain the sound [g], and inside circle C put words that contain [k].

thinking	glasses	English	knees
thought	laughed	grandmother	ghosts
watchdog	handcuffs	after	language
cowgirl	daybreak	alcohol	dancing
dogcatcher	through	square	catches
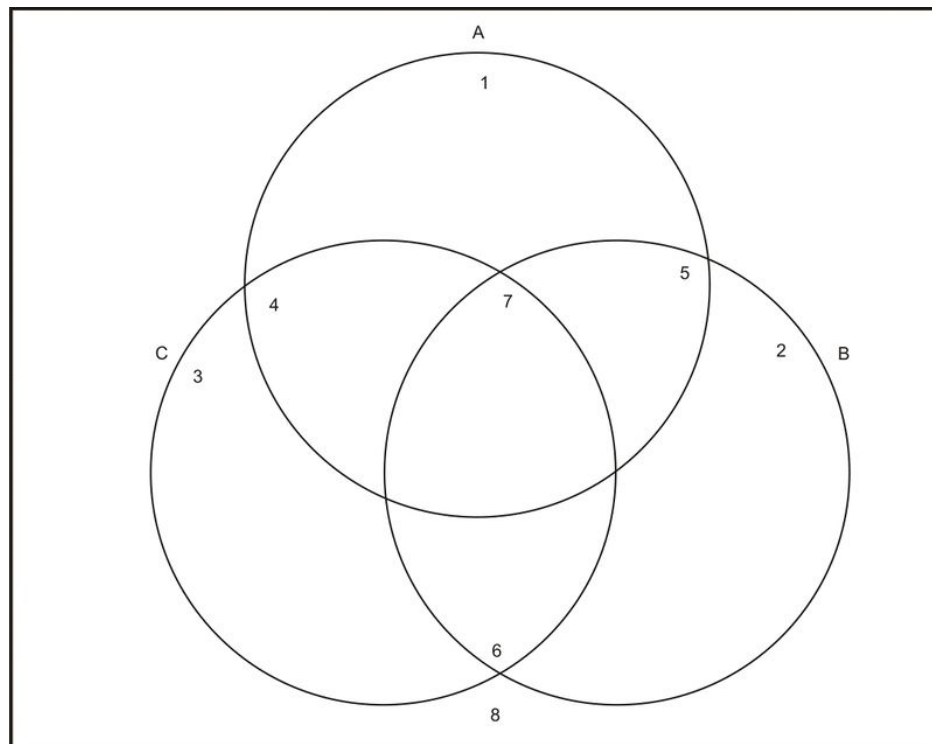
4.22 Lesson Forty-six

Review of Prefixes and Suffixes

1. An element that cannot stand free as a word and goes at the front of a word is called a _____.

2. An element that cannot stand free as a word and goes at the end of a word is called a _____.

3. Some of these words have both a prefix and a suffix. Some have just a prefix. Some have just a suffix. Analyze each word into its free base and any prefixes or suffixes it may have.

TABLE 4.21:

Word	= Analysis
rebounds	= *re + bound + s*
monkeys	=
unmixed	=
reviewed	=
churches	=
quickest	=
visiting	=
repays	=
refueled	=
undresses	=
thoughts	=
unsafe	=
rebuilding	=
reheated	=

4. Add these prefixes, words, and suffixes together to spell some longer words.

TABLE 4.22:

Prefixes, Words, and Suffixes	= Longer Word
read + er	= *builder*
ghost + s	=
design + er + s	=
re + light + ing	=
un + load + ed	=
work + er + s	=
young + est	=
show + ing + s	=
re + do + ing	=
demand + ed	=
breathe + ing	=
princess + es	=
turtle + s	=

<div align="center">TABLE 4.22: (continued)</div>

Prefixes, Words, and Suffixes	= Longer Word
breath + less + ly	=
round + est	=
heat + er + s	=

☞ !!! ☜

Watch the Middles!

ghosts	
ghost	
	s

supply	
sup	
	ply

4.23 Lesson Forty-seven

Review of Simple Addition and the Three Changes

1. Divide these words into shorter words and suffixes. Be sure you show any cases of twinning, final <e>deletion, or <y>'s that are changed to < i >:

TABLE 4.23:

Word	= Free Stem	+ Suffix
libraries	= *library* + *i*	+ *es*
maddest	=	+
recycles	=	+
societies	=	+
helicopters	=	+
rerunning	=	+
named	=	+
shutter	=	+
families	=	+
rewriting	=	+
ruler	=	+
stories	=	+

2. Add these prefixes, words and suffixes together. Show any twinning or final <e>deletion, or <y>'s that are changed to < i >:

TABLE 4.24:

Prefixes, Words, and Suffixes	= Longer Word
family + es	=
century + es	=
un + plan + ed	=
short + est	=
re + live + ed	=
brother + s	=
mad + er	=
book + keep + er	=
un + time + ed	=
teach + er + s	=
supply + es	=
success + es	=
zoo + s	=
think + er + s	=
un + done	=
full + est	=
society + es	=

TABLE 4.24: (continued)

Prefixes, Words, and Suffixes	= Longer Word
book + s	=
quick + est	=
ghost + s	=
un + mix + ed	=
clothe + ing	=
picnic + s	=
supply + er + s	=
six + th + s	=
head + ache + s	=
ice + y + est	=
re + view + er + s	=

4.24 Lesson Forty-eight

Test Six

TABLE 4.25:

Words	Analysis
1.	Prefix + Free Base + Suffix = _____
2.	Free Base + Suffix = _____
3.	[p] = _____, [t] = ____, [r] = ____
4.	Free Base + Free Base = _____
5.	Free Base + Suffix = _____
6.	[yōo] = _____, < s > = [_]
7.	[k] = ____ and ____, < s > = [_]
8.	[y] = ____, [ā] = ____
9.	[s] = ____ and ____, [z] = _____
10.	Prefix + Free Base + Suffix + Suffix = _____

TABLE 4.26: Answers to Test Six

Words	Analysis
1. *unmixed*	Prefix + Free Base + Suffix = *un + mix + ed*
2. *churches*	Free Base + Suffix = *church + es*
3. *pattern*	[p] = *< p >*, [t] = *< tt >*, [r] = *<r>*
4. *grandfather*	Free Base + Free Base = *grand + father*
5. *clothing*	Free Base + Suffix = *clothe + ing*
6. *unions*	[yōo] = *< u >*, < s > = *[z]*
7. *picnics*	[k] = *<c>* and *<c>*, < s > = *[s]*
8. *yesterday*	[y] = *<y>*, [ā] = *<ay>*
9. *princesses*	[s] = *<c>* and *<ss>*, [z] = *< s >*
10. *reviewers*	Prefix + Free Base + Suffix + Suffix = *re + view + er + s*

CHAPTER **5** **Student 03-Lesson 1-24**

Chapter Outline

5.1 Lesson One

Review of Letters, Vowel Sounds, and Patterns

1. **Vowel and Consonant Letters.** The letters $< a >$, <e>, $< i >$, and <o>are always vowels. The letters $< u >$, <w>, and <y>are sometimes vowels and sometimes consonants. The other nineteen letters are always consonants.

The letter <y>is a consonant only when it spells the [y] sound it spells in words like *yes* and *beyond.* Everyplace else it's a vowel.

The letter $< u >$ is a consonant only when it comes right after the letter <q>or when it spells the [w] sound as it does in *language* and *quick.* Everyplace else it's a vowel.

The letter <w>is usually a consonant. It is a vowel only when it helps $< a >$, <e>, or <o>spell vowel sounds, as in *fawn, flew,* and *cows.*

2. **Vowel Sounds.**

The short vowel sounds:

Short $< a >$ [a] bat

Short <e>[e] bet

Short$< i >$ [i] bit

Short <o>[o] cot

Short$< u >$ [u] cut

Dotted short $< u >$ [u̇] cook

The long vowel sounds:

Long $< a >$ [ā] bait

Long <e>[ē] beet

Long$< i >$ [ī] bite

Long <o>[ō] boat

Long <oo>[ū] coot

Long <yu>[yū] cute

3. Read the following words aloud and then fill in the blanks:

inch	strike	fail	gather	loss	trust
put	roast	move	argue	sense	keep

The word with short $< a >$, [a], is _____.

The word with long $< a >$, [ā], is _____.

The word with short <e>, [e], is _____.

The word with long <e>, [ē], is _____.

The word with short < i >, [i], is _____.

The word with long < i >, [ī], is _____.

The word with short <o>, [o], is _____.

The word with long <o>, [ō], is _____.

The word with short < u >, [u], is _____.

The word with dotted short < u >, [ů], is _____.

The word with long <oo>, [ū], is _____.

The word with long <yu>, [yū], is _____.

3. **V's and C's.** When we mark the vowel and consonant letters in words, we mark the vowels **v** and the consonants **c**.

Mark the vowel and consonant letters in the following words:

gather	mix	fail	settle	valley
losses	glimpsed	quiz	thousand	eight
draws	sense	youth	universe	effort

4. **VCC and VCV.** In the pattern VCC the vowel is usually short. In the pattern VCV the first vowel is usually long:

ask vs. ate

vcc   vcv

In each of the following words a vowel is marked **v**. Mark the next two letters either **v** or **c** and sort the words into the matrix:

doctor	settle	trust	genie	strike	sense	caged
v	v	v	v	v	v	v
fifty	problem	sentence	move	union	notice	dollar
v	v	v	v	v	v	v

Words with . . .

	VCV	VCC
Words with long vowels		
Words with short vowels		

In the pattern VCV the first vowel is usually _____, but in the pattern VCC the vowel is usually _____.

☞ !!! ☜

Word Pyramids. In a Word Pyramid you pile shorter words on top of longer ones to form a pyramid. We give you the bottom and longest word. Your job is to take one letter away from that word and rearrange the letters to form a new word that is one letter shorter than the one below it. You keep doing that until you get to the top.

In the Word Pyramid below, each word must contain the sound [t] spelled <t>. The only three-letter word you can make out of *vote* is *toe,* which does contain <t> and goes right above *vote.* The only two-letter word you can make from *toe* is *to.* The only one-letter word with <t>, is *T*, which is short for "tee shirt" and is also used in the phrase, "My new bicycle suits me to a *T*." Thus, the filled-out Pyramid would look like the following:

```
        +---+
        | T |
    +---+---+
    | T | O |
+---+---+---+
| T | O | E |
+---+---+---+---+
| V | O | T | E |
+---+---+---+---+
```

In the following Pyramid each word must contain a long vowel sound:

```
                +---+
                |   |
            +---+---+
            |   |   |
        +---+---+---+
        |   |   |   |
    +---+---+---+---+
    |   |   |   |   |
+---+---+---+---+---+
|   |   |   |   |   |
+---+---+---+---+---+---+
| N | O | T | I | C | E | S |
+---+---+---+---+---+---+---+
```
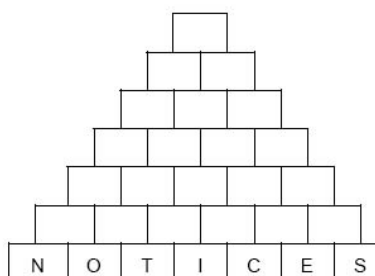
5.2 Lesson Two

Review of Elements, Simple Addition, and Compound Words

1. **Elements** are the smallest parts of written words that add meaning to the words. There are three kinds of elements: prefixes, bases, and suffixes.

Prefixes are elements that go at the front of words and cannot stand free as words. *Un-* and *re-* are prefixes in the words *unpainted* and *remixing.*

Bases are elements that can have prefixes and suffixes added at the front and back.

Free bases are bases that can stand free as words, like the bases *paint* and *mix* in the words *unpainted* and *remixing.*

Suffixes are elements that go at the end of words and cannot stand free as words. In the words *unpainted* and *remixing, -ed* and *-ing* are suffixes.

2. **The Rule of Simple Addition.** Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

Add the following prefixes and suffixes to the free bases to spell words. All of the elements combine according to the Rule of Simple Addition:

TABLE 5.1:

Prefix	+ Free Base	+ Suffix	= Word
un	+ friend	+ ly	= *unfriendly*
un	+ fail	+ ing	=
re	+ move	+ s	=
re	+ search	+ er	=
un	+ arm	+ ed	=
re	+ arm	+ ing	=
un	+ finish	+ ed	=
re	+ finish	+ ed	=
un	+ trust	+ ing	=
re	+ act	+ ing	=

3. Now try some the other way around. Analyze each of the following words into its elements. Most contain a prefix. All contain a free base and a suffix:

TABLE 5.2:

Word	= Analysis
unmixed	= *un + mix + ed*
remixing	=
searches	=
losses	=
redrawing	=
undoctored	=

TABLE 5.2: (continued)

Word	= Analysis
genies	=

4. **Compound Words.** Words like *somebody* that are made up of two or more shorter words are called compound words, or just compounds.

Divide each of the following words into two parts. In some words Part 1 is a prefix and Part 2 is a free base. In some words Part 1 is a free base and Part 2 is a suffix. Some of the words are compounds in which both Part 1 and Part 2 are free bases.

TABLE 5.3:

Word	Part 1	Part 2
searchlight		
remove		
strikeout		
gathered		
landfill		
inchworm		
roaster		
trusted		
rewrap		
birdcage		
youths		
mixer		

Write the five compound words from the table above into these boxes: . . .

In each of the five compounds did the shorter words combine through simple addition?

_____

Nearly all compound words combine by simple addition

5.3 Lesson Three

Review of Twinning and Final <e>Deletion

1. **The Twinning Rule.** Unless it is the letter <x>, you twin the final consonant of a word that has one vowel sound and ends in the pattern CVC when you add a suffix that starts with a vowel:

$$run + n + ing$$
$$cvc \qquad v$$

Add the suffix to each of the following words. Remember the twinning rule:

TABLE 5.4:

Word	+ Suffix	= New Word
tap + *p*	+ ing	= *tapping*
trip	+ ed	=
twig	+ s	=
put	+ ing	=
roast	+ er	=
gyp	+ ed	=
search	+ ed	=
quiz	+ ing	=
in	+ ing	=
bar	+ ed	=
gleam	+ ing	=
wax	+ y	=
tap	+ s	=
up	+ er	=

2. **Rule for Deleting Silent Final <e>**. If a word ends with a silent final <e>that shows that a vowel sound is long, you delete the silent final <e>when you add a suffix that starts with a vowel.

Add the suffix to each of the following words. Sometimes they will combine through simple addition, sometimes there will be twinning, and sometimes a final <e>will be deleted:

TABLE 5.5:

Word	+ Suffix	= New Word
strike	+ ing	= *striking*
tax	+ es	=
move	+ ed	=
twig	+ y	=
decide	+ ed	=
roast	+ ed	=

TABLE 5.5: (continued)

Word	+ Suffix	= New Word
president	+ s	=
problem	+ s	=
cut	+ er	=
search	+ ing	=
dim	+ est	=
obey	+ ing	=
fail	+ ed	=
scrub	+ er	=
succeed	+ ing	=

3. Unless it is an <x>, you twin the final _____ of a word that has one _____ vowel sound and ends in the pattern _____ when you add a _____ that starts with a _____.

4. If a word ends with a silent final <e>that shows that a vowel sound is _____, you _____ the silent final <e>when you add a _____ that starts with a _____.

☞ !!! ☜

Word Venn. A Word Venn is an activity for helping you sort things out, or divide them into groups. Inside the circle, in the area marked '1', you should put only words that contain examples of final <e>deletion. Outside the circle, in the area marked '2', you should put only words that do not contain examples of final <e>deletion.

bared√	tapped	cuter	obeyed
barred√	waxing	cutter	removing
taped	succeeding	decided	striker
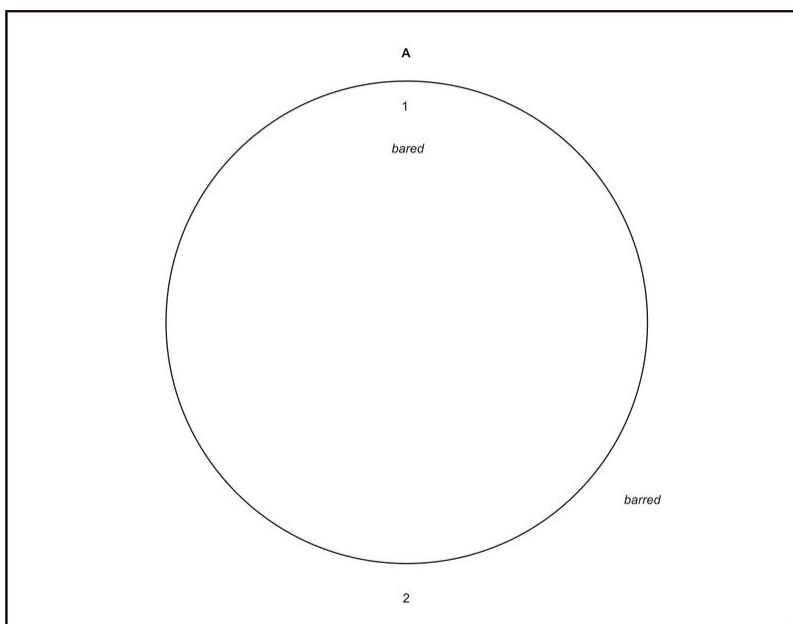
5.4 Lesson Four

Review of Plural Nouns

1. Does *singular* mean "one" or does it mean "more than one"?

_____

2. Does *plural* mean "one" or does it mean "more than one"?

_____

3. Do suffixes go at the front or at the back of words?

_____

4. Does a plural suffix add the meaning "one" or the meaning "more than one"?

_____

5. There are three things to remember when you Cbs-want to add plural suffixes to singular nouns:

i. with singular nouns that end with the sounds [s], [z], [ch], or [sh], you add the suffix -*es*;

ii. with singular nouns that end in the letter <y>with a consonant letter right in front of the <y>, you change the <y>to < i > and add the suffix - *es*;

iii. but with other singular nouns you just add the suffix -*s* .

6. Here is a review of the noun plural suffixes -*s* and -*es*. Add whichever suffix is required for each of the following singular nouns and show any changes that take place:

TABLE 5.6:

Singular Noun	+ Plural Suffix	= Plural Noun
evening	+ *s*	= *evenings*
bunch	+	=
sky	+	=
strike	+	=
mix	+	=
fifty	+	=
doctor	+	=
array	+	=
company	+	=
exception	+	=

7. Now try some the other way around:

TABLE 5.7:

Plural Noun	= Singular Noun	+ Plural Suffix
bunches	= *bunch*	+ *es*
companies	=	+

TABLE 5.7: (continued)

Plural Noun	= Singular Noun	+ Plural Suffix
presidents	=	+
finishes	=	+
displays	=	+
sentences	=	+
skies	=	+
problems	=	+
valleys	=	+
friends	=	+
searches	=	+
recesses	=	+

8. Be ready to discuss this question: When do we use the plural suffix *-es?*

☞ !!! ☜

Word Venn. This Venn is different from the one you did in the previous lesson because it has two circles that intersect, or overlap, one another. Inside circle A put only those singular nouns that use the suffix *-es* to form their plural. Inside circle B put only those singular nouns that end with the letter <y>.

What should you put inside the overlap area labeled '2'?

_____

_____

_____

What kind of singular nouns should you put outside the circles in the area labeled '4'?

_____

_____

_____

fifty√	mix√	president	sky
valley√	search	array	evening
exception√	display	company	recess
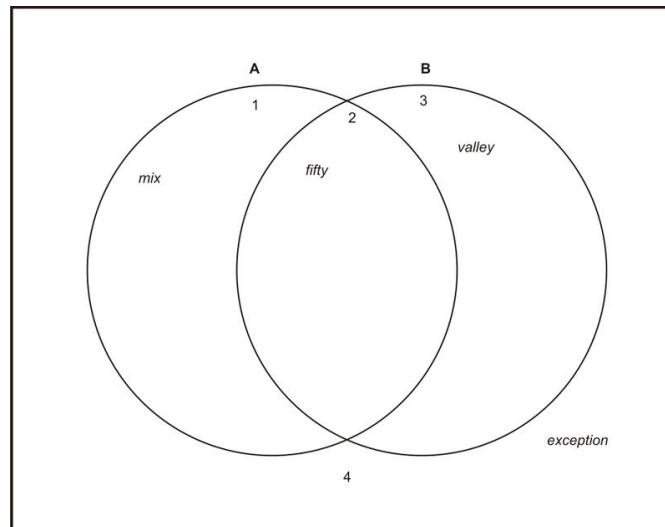
5.5 Lesson Five

A New Word:

1. When we take prefixes or suffixes away from a word, the part that is left over is called the **stem**. So if we took the prefix *re-* away from the word *repaying*, we would have the word *paying* left over – and we call that leftover part the stem. If we took the suffix *-ing* away from the word *repaying*, the stem would be *repay*.

We also use the word *stem* to refer to a word to which we are going to add prefixes or suffixes. If we added the prefix *re-* to the word *pay*, we would say that *pay* was the stem of the new word, *repay*.

So the word *stem* can be used in two different ways: It can be used to refer to what is left over after prefixes or suffixes are taken away from a word, and it can be used to refer to a word to which we are going to add prefixes or suffixes.

2. Fill in the blanks as we have done with the first three:

TABLE 5.8:

Word	minus a prefix or suffix	= Stem
repayments	– prefix *re-*	= *payments*
repayments	– suffix *-s*	= *repayment*
repayment	– prefix *re-*	= *payment*
repayment	– suffix *-ment*	=
payment	– suffix *-ment*	=
repay	– prefix *re-*	=

3. Here are some words with both prefixes and suffixes. Take away the prefix or suffix given for each word to reveal a stem. Watch for cases of twinning and final <e>deletion:

TABLE 5.9:

Word	minus a prefix or suffix	= Stem
researched	– re-	= *searched*
researched	– -ed	=
untruthful	– -ful	=
untruths	– -s	=
untruthful	– un-	=
dismounted	– -ed	=
remounting	– -ing	=
worried	– -ed	=
reacting	– re-	=
unchallenging	– un-	=
dishone	– dis-	=
untapped	– un-	=
resettlement	– re-	=
befriended	– -ed	=

4. In the following table you start with a stem to which you add a prefix or a suffix to create a new word:

<p align="center">**TABLE 5.10:**</p>

Stem	+ prefix or suffix	= New Word
noticed	+ un-	=*unnoticed*
disservice	+ -es	=
quiz	+ -ed	=
serviceable	+ un-	=
digested	+ un-	=
repack	+ -ing	=
licensed	+ un-	=
charged	+ dis-	=
disbar	+ -ed	=
original	+ un-	=
waxed	+ re-	=
announce	+ -ment	=
obliged	+ un-	=

4. The word *stem* is a handy one to know. Remember that the same word can make different stems because stems are whatever is left when we take away prefixes or suffixes. And remember, too, that we also use the word *stem* to refer to a word to which we are going to add prefixes or suffixes.

Some stems do not have prefixes or suffixes. They contain just one or more bases. But although a stem does not have to have a prefix or suffix, every stem must have at least one base.

We call bases that can stand free as words free bases, like the base *paint* in the word *repainted*. We also call stems that can stand free as words **free stems,** like the stems *repaint* and *painted* in the word *repainted*.

announcement (3:5:2)

befriended (3:5:2)

disbarred (3:5:2)

discharged (3:5:2)

dishonest (3:5:2)

dismounted (3:5:2)

payment (3:5:1)

quizzed (3:5:2)

reacting (3:5:2)

remounting (3:5:2)

repacking (3:5:2)

repay (3:5:1)

repayment (3:5:1)

repayments (3:5:1)

researched (3:5:1)

resettlement (3:5:2)

rewaxed (3:5:2)

services (3:5:2)

unchallenging (3:5:2)

undigested (3:5:2)

unlicensed (3:5:2)

unnoticed (3:5:2)

unoriginal (3:5:2)

unserviceable (3:5:2)

untapped (3:5:2)

untruthful (3:5:1)

untruths (3:5:1)

worried (3:5:2)

5.6 Lesson Six

The Prefixes Spelled <un>

1. A part of a written word that adds meaning to the word is called an _____.

2. An element that cannot stand free as a word and that goes at the front of words is called a _____.

3. A stem that can stand free as a word is called a _____.

4. All of these words contain the same prefix:

    unable   unfinished   unclear   uworried   unfriendly   untruth

What is the prefix in these words? _____.

5. Divide each of these six words into its prefix and free stem:

TABLE 5.11:

Word	= Prefix	+ Free Stem
unable	=	+
unfinished	=	+
unclear	=	+
uworried	=	+
unfriendly	=	+
untruth	=	+
unoriginal	=	+
undecided	=	+

6. Think about what the word *unable* means. Then think about what the word *able* means. What do you think the prefix *un-* must mean in *unable:* "not," "again," "yesterday," "more than one"? _____ Does *un-* seem to mean this same thing in the other five words? _____.

7. Now look at these seven words:

    unpack   unbar   unlock   undo   unwrap   unfold   untie

What is the prefix in these words? _____ Does the prefix have the same meaning in these words that it has words like *unreal?* _____ What does it seem to mean in these seven words: "again," "more than one," "yesterday," or "reverse?" _____

There are actually two different prefixes spelled <un>. The first *un-* means "not, oppositie"; the second means "reverse, remove."

8. Divide each of these words into prefix, free stem, and suffix. Show any twinning or final <e>deletion:

TABLE 5.12:

Word	= Prefix	+ Free Stem	+ Suffix
unannounced	= *un*	+ *announcé*	+ *ed*
undecided	=	+	+
unlocking	=	+	+
unlined	=	+	+
uncolored	=	+	+
undoing	=	+	+
unmixed	=	+	+
unbuttoned	=	+	+
untouched	=	+	+
unwrapping	=	+	+
unbarred	=	+	+
unfolding	=	+	+

8. The prefixes spelled <un>mean two different things: _____ and _____-
_____.

☞ !!! ☜

Word Find. The 'UN'-shaped Find below contains the following thirty-two words, all of which begin with a prefix *un-:*

unable	uncooked	unfit	unoriginal
unannounced	uncut	unfold	unsettling
unarmed	undecided	unfriendly	untapped
unasked	undigested	unlined	untie
unbar	undo	unlock	untouched
uncaged	undone	unmixed	untruthful
unclear	unexceptional	unnamed	unworried
uncolored	unfinished	unnoticed	unwrap

```
a u n b a      c z u n f   o l d r e      u n d e c
u n t i e      j u n y u   n f i n i s    u n b a r
n e u n c      u n w u n   a s k e d v u n j k u w
t x n b n      g n r x c   k m l y p u n f i n n 1
o c o t q      h i a r l   u n d e u n a r m e d u
u e r c v u n t a p p e    d b n m n s w i e u i n
c p i g f d s a q u n a    b v c x o e z e t n g r
h t g l k u j h g n u r    s d u n r t u n a c e t
e i e k u n s q u n u n    u u n f i t n d y a s u
d o m u u c h u n u n z    n n w x g l c l v g t b
u n a n n o u n c e d n    f t o m i i p y t e e s
n a u n d o n l o n o n    i r r u n n a m e d d j
l l j o e k a i l i n u    n u r n a g u n f r i e
o n d t c e b n o l e d    i t i m l u n m e r t t
c h s i i d l e r u n n    s h e i p n q u n c u t
k e r c d f e d e y p s    h f d x e d u n t o u c
  u n e e l k v d e d      e u n e v    t d w c n h
  i d d l l w e f          d l o d w    o x d o i
```

5.7 Lesson Seven

More About

1. The two prefixes spelled <un>have different meanings:

In the word *unable, un-* means _____. We will call this prefix *un-*[1].

In the word *unlock, un-* means _____. We will call this prefix *un-*[2].

2. Sort the following words into the two groups below:

unpack	uncolored	unfold	unfriendly
unoriginal	untie	unlock	unclear
unbutton	unobliged	unnoticed	unwaxed
unworried	unlicensed	unlined	unwrapping

Words that contain . . .

Un-[1]		*Un-*[2]

3. Not every word that starts with the letters <un>contains a prefix *un-*. Read the following words and then sort them into the two groups below:

understand	units	untie	unbutton
unannounced	undoing	universe	union
unarmed	unchallenging	untruth	unable

Words that contain a prefix *un-*:	Words that do not contain a prefix *un-*

4. Be ready to explain how you identified the words that do not contain a prefix *un-*.

☞ !!! ☜

Word Squares

undo   unbar   unlock   unclear   uncolored

uncut   unsung   unheard   untouched

undid   untrue

untie
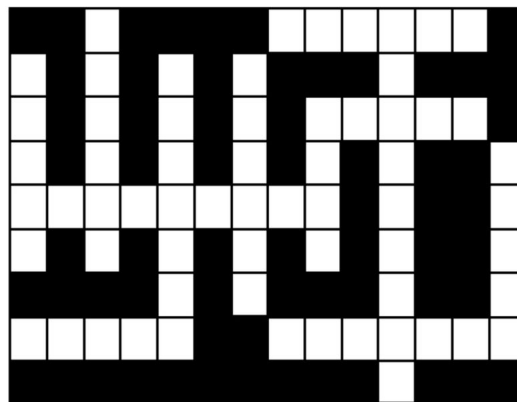
5.8 Lesson Eight

Another Suffix Spelled

1. Consider the sentence "He seems upset." If we put "Now" and "Yesterday" before that sentence, we get the following:

   a. Now he seems upset.
   b. Yesterday he seems upset.

Sentence 2 should sound odd to you. To make it sound right, we must change *seems* to *seemed* : "Yesterday he seemed upset."

Words that change their pronunciation and spelling to show a change in time the way *seems* changed to *seemed* are called **verbs.** So *seemed* and *seems* are verbs.

The following are three different ways of describing a verb:

   a. **A verb is a word that changes its spelling and pronunciation to show a change in time.**
   b. **A verb is a word that shows action or a state of being.**
   c. **Most verbs will make sense in one of the following blanks:**

"They _____ okay."

or

"It _____ okay."

2. Usually we use the suffix *-ed* to show past time. Many verbs that show present time use the suffix *-s* . Analyze each of the verbs *seemed* and *seems* into its free stem and suffix:

TABLE 5.13:

Verb	= Free Stem	+ Suffix
seemed	=	+
seems	=	+

3. What is the suffix in *seems?* _____.

This *-s* suffix is spelled just like the *-s* suffix that adds the meaning "more than one" to singular nouns and makes them plural. But they are two different suffixes.

In the verb *seemed* the suffix *-ed* adds the meaning "in the past." In the verb *seems* which of these meanings does the suffix *-s* add: "not," "again," "now"? _____.

So we have two suffixes spelled $< s >$. The one for nouns adds the meaning "more than one," and the one for verbs adds the meaning _____.

4. Analyze each of these verbs into its prefix, free stem, and suffix. Be sure to show any changes:

TABLE 5.14:

Verb	= Prefix	+ Free Stem	+ Suffix
unmatched	= *un*	+ *match*	+ *ed*
unwrapped	=	+	+
reattached	=	+	+
unlocks	=	+	+
reweighs	=	+	+
untried	=	+	+
reacts	=	+	+

5. Add these prefixes, free stems, and suffixes together to make verbs. Show any changes:

TABLE 5.15:

Prefix	+ Free Stem	+ Suffix	= Verb
un	+ button	+ s	=
un	+ pack	+ ed	=
re	+ fasten	+ s	=
un	+ fold	+ ed	=
re	+ load	+ ed	=
un	+ dress	+ ed	=
re	+ pay	+ s	=
re	+ wrap	+ ed	=
re	+ wax	+ ed	=
re	+ order	+ ed	=
re	+ package	+ ing	=
un	+ cover	+ ed	=

5.9 Lesson Nine

Sometimes -

1. When you want to make a plural out of a singular noun that ends in the sounds _____, _____, _____, or ____, you add the suffix _____, and when you make a plural out of a singular noun that ends in a <y>with a _____ letter right in front of it, you change the _____ to _____ and add the suffix _____, but with other singular nouns you just add the suffix _____.

2. Analyze each of these plural nouns into its singular noun plus suffix:

TABLE 5.16:

Plural Noun	= Singular Noun	+ Suffix
units	= *unit*	+ *s*
taxes	=	+
universes	=	+
friends	=	+
bunches	=	+
lines	=	+
goddesses	=	+
nights	=	+
thirties	=	+
brushes	=	+
recesses	=	+
foxes	=	+
companies	=	+

3. The rule for the suffix that turns singular nouns into plurals is just the same as the rule for the suffix that adds the meaning "now" to verbs:

You add the meaning "now" to a verb that ends in the sounds _____, _____, _____, or ____ by adding the suffix _____, and you add the meaning "now" to a verb that ends in a <y>with a ____ letter right in front of it by changing the _____ to _____ and adding the suffix _____, but with other verbs you just add the suffix _____.

4. Add either *-s* or *-es* to each of these verbs

TABLE 5.17:

Verb	+ Suffix	= Verb with the Meaning "Now"
fl*y* + *i*	+ *es*	= *flies*
hurry	+	=
attach	+	=
read	+	=
glimpse	+	=
recess	+	=
quiz	+	=
obey	+	=

TABLE 5.17: (continued)

Verb	+ Suffix	= Verb with the Meaning "Now"
fizz	+	=
weigh	+	=
seem	+	=
brush	+	=
cough	+	=
try	+	=

☞ !!! ☜

Word Find

This Find is shaped like 'ES' because it contains twenty-two verbs that end with the suffix -es. See how many you can find. As you find and circle each one, copy it into the blanks below. If you can find more than twelve, you have done well. Twenty or more is super.

```
s  m  i  x  e  s  c | d  a  s  h  e  s  x
e  u  e  s  s  x  h | r  z  z  e  i  e  s
a  n  s  q  e  s  f | i  x  e  s  t
r  c  l  u  t  c  h | e  s  c  h  c
c  h  f  i  r          s  p  u  s  h  e  s
h  e  i  s  i  e    | z  i  w  f  e  x  b
e  s  z  h  e  x    | z  e  a  u  s  w  o
s  x  z  e  s        | y  s  l  s  k  i  s
g  u  e  s  s  e  s          t  s  e  s  s
g  a  s  h  e  s  e          z  e  s  h  e
p  i  n  c  h  e  s | b  l  e  s  s  e  s
y  s  c  r  a  t  c | h  e  s  e  s  s  e
```
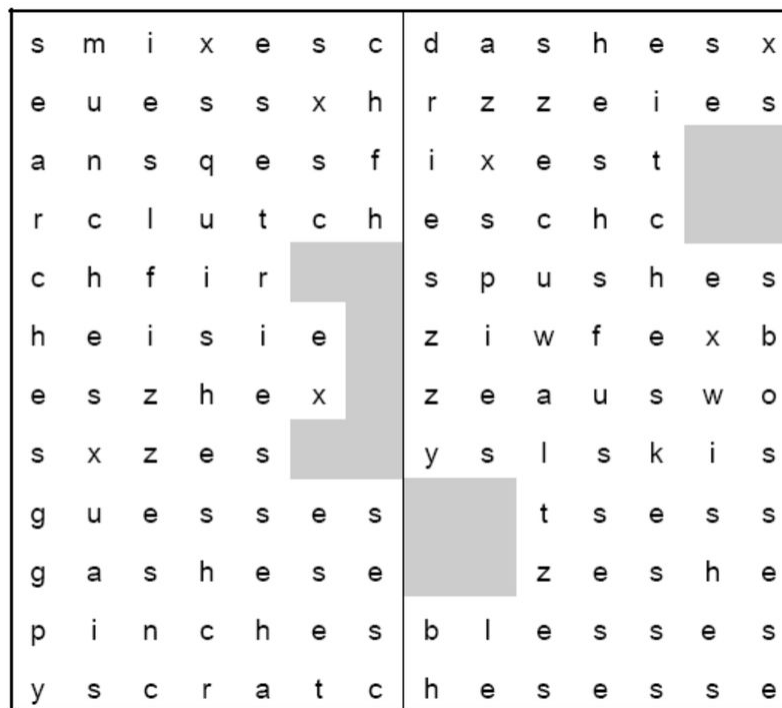
1.		9.		17.	
2.		10.		18.	
3.		11.		19.	
4.		12.		20.	
5.		13.		21.	
6.		14.		22.	
7.		15.			
8.		16.			

5.10 Lesson Ten

Test One

TABLE 5.18:

Words	Analysis
1.	[ū] = <> Free base + suffix = _____
2.	[u] = <> Prefix + free base + suffix = _____
3.	VCC = <> Free base + suffix = _____
4.	Prefix + free base + suffix = _____
5.	[e] = <> Prefix + free base + suffix = _____
6.	VCV = <> Free stem + suffix = _____
7.	[yū] = <> Free stem + suffix = _____
8.	[z] = <> & <> Free base + suffix = _____
9.	VCC = <> Free stem + suffix = _____
10.	[u] = <> Free stem + suffix = _____

TABLE 5.19: Answers to Test One

Words	Analysis
1. *youths*	[ū] = *'ou'* Free base + suffix = *youth + s*
2. *unwrapping*	[u] = *'u'* Prefix + free base + suffix = *un + wrap + p + ing*
3. *valleys*	VCC = *'all'* Free base + suffix = *valley + s*
4. *researches*	Prefix + free base + suffix = *re + search + es*
5. *unfriendly*	[e] = *'ie'* Prefix + free base + suffix = *un + friend + ly*
6. *decided*	VCV = *'ide'* Free stem + suffix = *decide̸ + ed*
7. *universes*	[yu] = *'u'* Free stem + suffix = *universe̸ + es*
8. *quizzes*	[z] = *'zz'* & *'s'* Free base + suffix= *quiz + z + es*
9. *fifties*	VCC = *'ift'* Free stem + suffix = *fifty̸ + i + es*
10. *companies*	[u] = *'o'* Free stem + suffix = *company̸ + i + es*

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5.11 Lesson Eleven

Hearing -

1. The suffixes *-s* and *-es* are pronounced different ways. These four verbs contain the suffixes *-s* or *-es*. Analyze each verb into its free stem and suffix

TABLE 5.20:

Verb	= Free Stem	+ Suffix
weighs	=	+
knocks	=	+
flashes	=	+
cries	=	+

2. Say the four verbs very carefully: *weighs, knocks, flashes, cries*

In *weighs -s* is pronounced [z].

In *knocks -s* is pronounced [s].

In *flashes -es* is pronounced [iz].

In *cries -es* is pronounced [z].

But although *-s* is sometimes pronounced [z] and sometimes [s], it is always spelled < s >. And although *-es* is sometimes pronounced [iz] and sometimes [z], it is always spelled <es>.

3. Say each of the following verbs. In the column to the right of each one write out the pronunciation of the *-s* or *-es* suffix

TABLE 5.21:

Verb	Suffix	Verb	Suffix	Verb	Suffix
gives	*[z]*	grows		finishes	
trips		lets		holds	
fixes		fizzes		waits	
strikes		says		matches	
buttons		flashes		remixes	
digests		hurries		seems	
presses		talks		shapes	
weighs		attaches		obeys	
unlocks		taxes		dresses	
fastens		coughs		sniffs	

4. Combine the following elements into longer words. Show any twinning, final <e>deletion, and changes of <y>to < i >:

TABLE 5.22:

Element	= Words
match + ed	=
un + hurry + ed	=
tax + es	=
cough + ing	=
obey + ing	=
un + bar + ed	=
re + weigh + ed	=
un + color + ed	=
re + shape + ing	=
re + finish + er + s	=
button + s	=
company + es	=

5. Write down some verbs from this lesson in which the suffixes *-s* and *-es* have their different pronunciations:

TABLE 5.23:

Suffixes	Verbs
-s = [s] in	
-s = [z] in	
-es = [iz] in	
-es = [z] in	

5.12 Lesson Twelve

Sometimes

1. The suffix *-s* is sometimes pronounced _____ and sometimes pronounced _____, but it is always spelled _____. The suffix *-es* is sometimes pronounced _____ and sometimes pronounced _____, but it is always spelled _____.

2. Read these verbs. Listen carefully to the suffixes *-s* and *-es*:

gives	grows	finishes	trips	lets
holds	fixes	waits	fizzes	strikes
says	matches	buttons	sniffs	flashes
digests	hurries	universes	presses	talks
seems	weighs	attaches	shapes	unlocks
taxes	obeys	cries	coughs	erases

3. Sort the verbs into these two groups:

Verbs with the Suffix *-s*		Verbs with the Suffix *-es*	

4. Sort the verbs that contain the suffix *-es* into these two groups:

Verbs in which *-es* is pronounced . . .

[iz]		[z]

5. When the suffix *-es* is added to verbs that end with the letter <y> with a consonant letter in front of it, the <y> is changed to _____ and the *-es* is pronounced _____.

6. When you want to make a plural out of a singular noun that ends in the sounds _____, _____, _____, or _____, you add the suffix _____, and the suffix is pronounced _____.

☞ !!! ☜

Word Squares

Fit these twelve *-s* and *-es* verbs into the squares. We've given you a start:

repays	keeps	fizzes	rights	sniffs	brushes
demands√	dresses	matches	presses√	studies	hurries
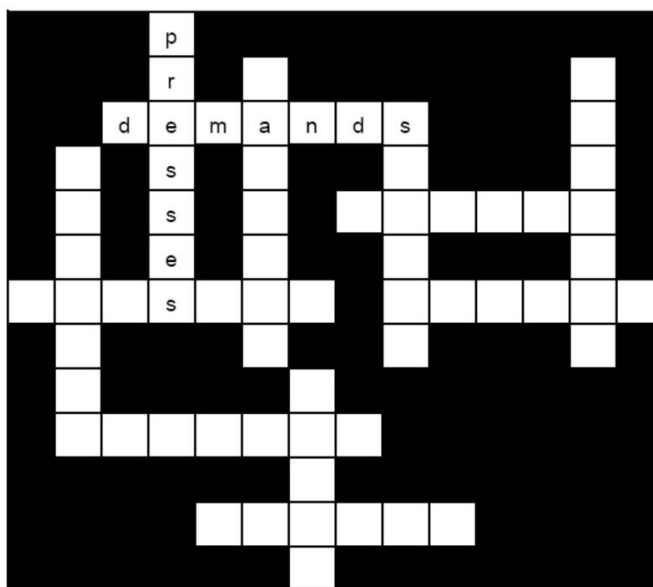
5.13 Lesson Thirteen

Sometimes -s is [z], Sometimes [s]

1. Each of the following verbs ends with the suffix *-s*. Say each one carefully:

gives	keeps	talks	grows	waits	strikes
holds	says	resounds	sniffs	digests	unearths
elects	unlocks	coughs	weighs	fastens	seems

2. Sort the verbs into these two groups:

Verbs with -s pronounced . . .

[s]		[z]	

3. Analyze each of the verbs in which *-s* is pronounced [s] into its free stem and suffix:

TABLE 5.24:

Verbs with -s pronounced [s]	= Free Stem	+ Suffix
elects	=	+
keeps	=	+
unlocks	=	+
talks	=	+
coughs	=	+
sniffs	=	+
waits	=	+
digests	=	+
strikes	=	+
unearths	=	+

Each of the free stems above should end with the sounds [p], [t], [f], [th], or [k].

4. When the suffix *-s* is added to a verb that ends in [p], [t], [f], [th], or [k], the *-s* is pronounced _____. Everywhere else the suffix *-s* is pronounced [z].

☞ !!! ☜

Watch the Middles!

fastens		
BASE	SUFFIX	SUFFIX
fast		
	en	
		s

digests		
PREFIX	BASE	SUFFIX
di		
	gest	
		s

elects		
PREFIX	BASE	SUFFIX
e		
	lect	
		s

resounds		
PREFIX	BASE	SUFFIX
re		
	sound	
		s

5.14 Lesson Fourteen

The Combinations [ks] and [kw]

1. You can hear the combination [kw] at the beginning of *queen*.

You can hear the combination [ks] at the end of *fix*.

2. Underline the letters that spell [ks] or [kw]. In words like *likes* the <e>is not helping spell the [ks]. It is marking the long vowel, so you should just underline the <k>and < s >: *likes*.

expense	squeaks	jokes	tricks
blinks	mixed	remarks	require
quizzed	parks	exercise	fox
locks	mechanics	quits	attacks
relax	taxes	mistakes	weeks

3. Sort the words into these two groups. Be careful: One word goes into both groups.

Words that Contain [ks]:		Words that Contain [kw]:

4. In seven words [ks] is spelled _____

In six words [ks] is spelled _____

In three words [ks] is spelled _____

In one word [ks] is spelled _____

5. Sort the words that contain [ks] into these four groups:

Words with [ks] spelled . . .

<ks>	<x>	<cks>	<cs>

6. Four ways of spelling [ks] are _____, _____, _____, and _____.

7. In all the words that contain [kw], how is the [kw] spelled? _____. That is the way we spell [kw] just about all the time!

8. **How Do You Spell [kw]?** The combination [kw] is normally spelled _____.

5.15 Lesson Fifteen

More About [ks]

1. Underline the letters that spell [ks] in these words. Remember that in words like *likes* the <e>is not helping spell the [ks], so you should underline just the <k>and < s >:

mistakes	expense	tricks	blinks
remarks	parks	unmixed	exercise
fox	knocks	mechanics	attacks
weeks	taxes	jokes	relaxes

2. Sort the words into these four groups:

Words in which [ks] is spelled . . .

<x>	<ks>	<cks>	<cs>

3. In the left column below write out the ten words you found with [ks] spelled <ks>, <cks>, or <cs>. Then analyze each one into its free stem and suffix:

TABLE 5.25:

Words with [ks] spelled <ks>, <cks>or <cs>	= Free stem	+ suffix
likes	= *like*	+ *s*
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+

4. When [ks] is spelled <ks>or <cks>or <cs>, the < s > is a _____.

5. In the sixteen words you sorted out in this lesson [ks] is spelled <x>_____ times.

6. **How Do You Spell [ks]?** "The sound [ks] is usually spelled _____, unless the [s] is a _____."

☞ !!! ☜

Watch the Middles!

remarks		
PREFIX	BASE	SUFFIX
re		
	mark	
		s

mistakes		
PREFIX	BASE	SUFFIX
mis		
	take	
		s

relaxes		
PREFIX	BASE	SUFFIX
re		
	lax	
		es

exercise		
PREFIX	BASE	SUFFIX
ex		
	erc	
		is

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5.16 Lesson Sixteen

Another Vowel Pattern: V

1. Mark the first vowel letter in each of the following words [U+0080][U+0098]v′. Then mark the next two letters either [U+0080][U+0098]v′ or [U+0080][U+0098]c′. If you get to the end of the word before you reach the second letter after the vowel, use the tic-tac-toe sign, #:

gyp	sue	center	human
vc#			
die	bottom	cages	put
trip	tree	tricky	sniff
tiny	tie	shoe	blinked
frog	toe	joked	knock

2. You should have found four different patterns of v's and c's:

Six words contain the pattern _____.

Six words contain the pattern _____.

Four words contain the pattern _____.

Four words contain the pattern _____.

3. In the pattern VCC is the vowel long or is it short? _____. In the pattern VC# the vowel is also _____. But in the pattern VCV the first vowel is _____.

4. In the words with the pattern VV# the second vowel is always the same letter. That letter is _____.

Because these words all have <e>for the second vowel, we can call the pattern the **V** *e* **#** pattern.

5. Now sort the words into the following matrix:

	Words with VCC:	Words with VCV:	Words with VC#:	Words with Ve #:
Words with short vowels:				
Words with long vowels:				

6. In the VC# pattern the vowel is short, but in the Ve# pattern the first vowel is _____.

☞ !!! ☜

Word Find

This Find is shaped the way it is because it contains twenty-one words that all end in the pattern Ve#. As you find them, sort them into the boxes below. If you don't find all twenty-one, do not fret too much, for some of them are tricky. If you get more than twelve, you have done well. If you get more than eighteen, you have done very well.

C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
g	a					h	o	e	p	z	e	e
a	g					a	r	g	u	e	s	e
	r	e		i	l		e	r			u	r
	e	s		l	i		n	s			n	i
	e	t	o	c	e		i	u			d	e
		a	b	o			e	e	s		a	x
		t	o	f			r	k	n		e	e
		u	e	f			e	s				
		e	l	e			s	h				
		d	y	e			c	o				b
			e				u	e	t		o	e
			z				e	e	t		i	e

V*e* # words that end with the sound . . .

[ē]		[ī]	[ō]	[ū]	[yū]

Among these words three spellings of [ē] in the pattern Ve# are _____, _____, and _____

Two spellings of [ī] in the pattern Ve# are _____ and _____.

Two spellings of [ū] in the pattern Ve# are _____ and _____.

5.17 Lesson Seventeen

Review of Stems and Sounds

1. In each of the analyzed words below underline the stem as we have done with *unbarred*. Watch how each different analysis uncovers a different stem:

Words	Analyses		
unbarred	un + barred	unbar + r + ed	un + bar + r + ed
unties	un + ties	untie + s	un + tie + s
unlocked	un + locked	unlock + ed	un + lock + ed
disobeys	dis + obeys	disobey + s	dis + obey + s
jokers	joker + s	jokǥ + er + s	
unhurried	un + hurried	un + hurrý + i + ed	

2. In the words below you will find some suffixes that may be new to you. Don't worry about that for now. Just underline the stems again:

Words	Analyses		
tricksters	trickster + s	trick + ster + s	
rescuers	rescuer + s	rescuǥ + er + s	
disagreeable	dis + agreeable	disagree + able	dis + agree + able
studiously	studious + ly	studý + i + ous + ly	
oboists	oboist + s	oboǥ + ist + s	
statuettes	statuette + s	statuǥ + ette + s	

3. For each word below give the correct spelling or sound called for in the Sounds and Spellings column. Then in the Another Word column write a word that contains the same sound spelled the same way, as we have done with the first one:

TABLE 5.26:

Words	Sounds and Spellings	Other Words
foxes	[ks] = <x>	*fix*
coughed	[f] = <>	
dyed	[ī] = <>	
locks	[ks] = <>	
rescue	<u> = [ ]	
trees	[ē] = <>	

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TABLE 5.26: (continued)

Words	Sounds and Spellings	Other Words
shoes	<oe>= [ ]	
thousand	[th] = <>	
quitting	[kw] = <>	
marriage	[r] = <>	
genie	[ē] = <>and <>	
toes	< s > = [ ]	
letting	[t] = <>	
matches	[ch] = <>	
mechanics	[ks] = <>	

4. When the suffix *-es* is added to verbs that end with the letter <y>with a consonant letter in front of it, the <y>is changed to _____ and the *-es* is pronounced _____.

5. When you want to make a plural out of a singular noun that ends in the letters ____, ____, ____, ___, or _____, you add the suffix _____, and the suffix is pronounced _____.

☞ !!! ☜

Word Venn. This Venn works just like the others you have done, except that it has three intersecting circles. So you have more groups into which to sort the words you are given. In Circle A put only singular nouns that end in silent <e>. In Circle B put only singular nouns that contain a long vowel. In Circle C put only singular nouns that take the plural suffix *-es*.

cough	joker	mechanic	notice
circle	license	fox	genie
expense	try	discharge	obey
rescue	match	sence	sky
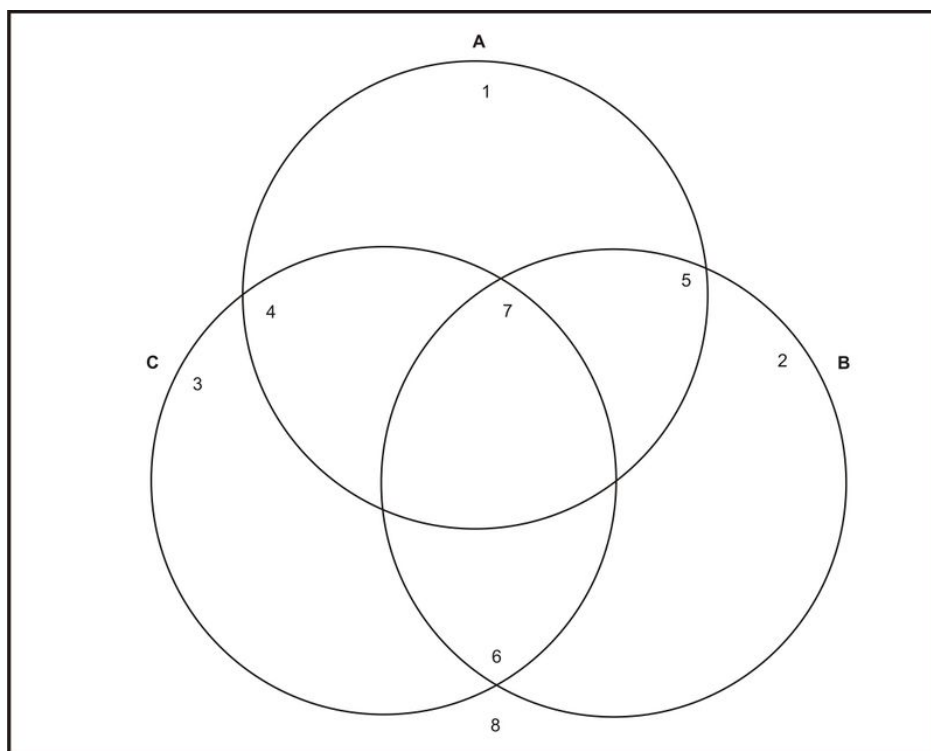
5.18 Lesson Eighteen

Test Two

TABLE 5.27:

Words	Analysis
1	[n] = _____ [ks] = _____
2.	[ks] = _____ Free stem + suffix = _____
3.	[kw] = _____ Free stem + suffix = _____
4.	[r] = _____ Free stem + suffix = _____
5.	[ē] = ___ & ___ Free stem + suffix = ____
6.	[k] = _____ [o] = _____ [f] = _____ [t] = _____
7. .	[ē] = _____ Free stem + suffix = _____
8.	[t] = _____ Free stem + suffix = _____
9.	[k] = _____ [ks] = _____ Free stem + suffix = _____
10.	[ks] = _____ Free stem + suffix = _____

TABLE 5.28: Answers to Test Two

Words	Analysis
1. *knocks*	[n] = *<kn>* [ks] = *<cks>*
2. *relaxes*	[ks] = *<x>* Free stem + suffix = *relax + es*
3. *quitter*	[kw] = *<qu>* Free stem + suffix = *quit + t + er*
4. *hurries*	[r] = *<rr>* Free stem + suffix = *hurry + i + es*
5. *genies*	[ē] = *<e>* & *<ie>* Free stem + suffix = *genie + s*
6. *coughed*	[k] = *<c>* [o] = *<ou>* [f] = *<gh>* [t] = *<ed>*
7. *sundaes*	[ē] = *<ae>* Free stem + suffix = *sundae + s*
8. *attaches*	[t] = *< tt >* Free stem + suffix = *attach + es*
9. *mechanics*	[k] = *<ch>* [ks] = *<cs>* Free stem + suffix = *mechanic + s*
10. *exercises*	[ks] = *<x>* Free stem + suffix = *exercise + es*

5.19 Lesson Nineteen

Strong and Weak Vowel Sounds

1. When a word has more than one vowel sound, usually we do not pronounce all the vowels with the same loudness. The loudness that a vowel sound has in a word is called its **stress.**

Some vowel sounds we pronounce very softly. When we do, those vowels have **weak stress**.

Some vowel sounds we pronounce more loudly. Those vowels have **strong stress**. When we want to show that a vowel sound has strong stress, we put this mark over it like this: á.

For instance, to show that the strong stress in the world *famous* is on the first vowel sound, we would mark it this way: *fámous*.

2. In the four words below the strong stress is on the first vowel sound, and the weak stress is on the second vowel sound. Mark the strong stress in each word:

              effort   passage   finish   circle

3. In the four words below the strong stress is on the second vowel sound, and the weak stress is on the first vowel sound. Mark the strong stress in each word:

              succeed   among   confront   ahead

4. Mark the strong stress in these words:

human	decide	mountain	pleasant
valley	active	method	sentence
fifty	settle	against	dollar

5. Combine each free stem and suffix. Some combine by simple addition, some with final e deletion, some with twinning. Be sure to show any changes that occur. Then mark the strong stress in the longer word you make:

TABLE 5.29:

Free Stem	+ Suffix	= Word
search	+ es	= *séarches*
valley	+ s	=
tiny	+ est	=
fail	+ ing	=
gyp	+ ed	=
exercise	+ er	=

TABLE 5.29: (continued)

Free Stem	+ Suffix	= Word
trust	+ ed	=
knock	+ ing	=
up	+ er	=
succeed	+ s	=
dye	+ ed	=
sense	+ s	=
problem	+ s	=
effort	+ s	=
attack	+ ing	=
roast	+ ed	=

☞ !!! ☜

word Pyramid. All of the words in this Pyramid must contain the letter $< a >$.
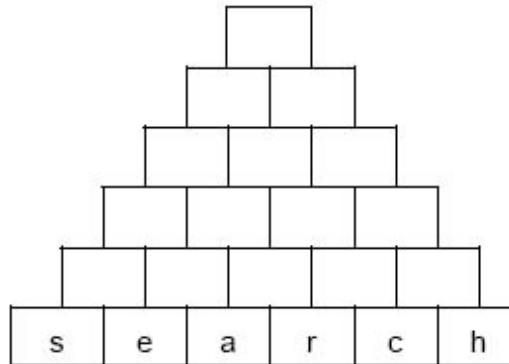
If you rearrange the letters in *search*, you can spell three other six-letter words. How many can you figure out?

5.20 Lesson Twenty

The Vowel Sound Schwa

1. There is another very common sound that is a lot like short $< u >$, or [u]. It is the sound you hear at the beginning of the word *alone*, a soft "uh" sound. It is called **schwa** (rhymes with *paw*). We will write schwa with what looks like an upside-down <e>: [].

Schwa sounds like the short $< u >$, [u], except that schwa is weaker. Short $< u >$ always has strong stress, but schwa always has weak stress. Schwa sounds like a very weak [u].

2. Here are some words that have two vowel sounds, a short $< u >$ and a schwa. The short $< u >$ always has strong stress. The schwa always has weak stress. Sometimes the strong stress is on the second vowel sound, but usually it is on the first. Mark the strong stress in each word: *bútton.*

tunnel	trustful	cousin	stomach
among	dozen	adjust	confront

3. Each weak vowel in those eight words is the sound schwa. Underline the vowel letters that spell schwa in each word. You should find five different spellings of schwa: $< a >$, <e>, $< i >$, <o>, and $< u >$:

4. Among those eight words, schwa is spelled $< a >$ in _____, _____, and _____.

5. Schwa is spelled <e> in _____ and _____.

6. Schwa is spelled $< i >$ in _____.

7. Schwa is spelled <o> in _____.

8. Schwa is spelled $< u >$ in _____.

☞ !!! ☜

Word Find

This Word Find contains fourteen words, all of which contain schwa. We are not telling you ahead of time what the fourteen words are, but we have printed the letters that spell the fourteen schwas in bold type. Your job is to find the fourteen words, circle them, and then use them to fill in the blanks at the bottom of the page.

```
        E P L E A S A N T Z
      P R E S I D E N T R O W
      A M O N G F A M O U S H
      R S X             S U E
                        T C E
                        F C N
      S E N T E N C E C U E E
      B F O E D P R O B L E M
      E G C O U S I N B A D Y
      U Q E             I J H
      J U A L K C O M P A N Y
      C O N F R O N T J D W C
        X K M O U N T A I N
```

Schwa is spelled < a > in _____, _____, and _____.

Schwa is spelled <e>in _____, _____, and _____.

Schwa is spelled < i > in _____ and _____.

Schwa is spelled <o>in _____.

Schwa is spelled < u > in _____ and _____.

Schwa is spelled <ai>in _____.

Schwa is spelled <ea>in _____.

Schwa is spelled <ou>in _____.

5.21 Lesson Twenty-one

Practice with Schwa

1. All of the following words contain two vowel sounds, one of which is schwa. In each word mark the vowel sound that has strong stress, and then underline the letters that spell schwa, as we have done with *cousin:*

cóus<u>i</u>n	trustful	mission	pleasant
human	succeed	sentence	sergeant
ahead	purpose	thousand	mountain
against	agent	buttons	jealous

2. How many of the sixteen words have strong stress on the second vowel? _____

A word with two vowel sounds usually will have strong stress on the first one.

3. Now sort the sixteen words into these groups:

Words with [ə] spelled . . .

<a>	<e>	<o>	<u>

TABLE 5.30: The words with [] spelled . . .

< i >	<io>	<ai>	<ea>	<ou>

4. The mark we use to show strong stress is called an **acute accent**. The word *acute* means "sharp" and comes from an old Latin word that meant "needle" — which is what an acute accent looks like. (The word *cute* comes from the word *acute* .)

☞ !!! ☜

Watch the Middles!

succeed	
PREFIX	BASE
suc	
	ceed

trustful	
BASE	SUFFIX
trust	
	ful

confront	
PREFIX	BASE
con	
	front

mountain	
BASE	SUFFIX
mount	
	ain

agent	
BASE	SUFFIX
ag	
	ent

sergeant	
BASE	SUFFIX
serge	
	ant

5.22 Lesson Twenty-two

The Combinations [ur] and [r]

1. You can hear both of the combinations [ur] and [r] in the word *burner*. Each of them combines a vowel with the sound of the <r>. They sound much alike, but one has strong stress and the other has weak stress.

In *burner* is the strong stress on the first vowel sound or is it on the second? _____.

The pronunciation of the vowel sound with strong stress in *burner* is written [ur]. The one with weak stress is written with a schwa: [r]. We write the pronunciation of *burner* this way: [búrnr].

2. Each of the following words contains the sound [ur]; none contains the sound [r]. Mark the strong stress in each word and underline the letters that spell [ur] .

      perching   courage   service   purpose

3. Each of the following words contains the sound [r]; none contains [ur]. Mark the strong stress in each word and then underline the letters that spell [r]:

      center   dollars   doctor   effort

4. Each of the following words contains either the sound [ur] or the sound [r]. None of them contains both. Mark the strong stress in each word and underline the letters that spell the [ur] or the [r]:

      urgent   color   circle   surface

Which of the four words contains [r]? _____.

5. Each of the following words contains both [ur] and [r]. Mark the strong stress in each word and underline the letters that spell [r]:

      searcher   murder   workers   murmur

☞ !!! ☜

Word Flow

In this Word Flow you can string together about one hundred words. Some will contain [ur]; some will contain [ur] and [r]. If you can get more than fifty words, you are doing very well.

Start

Finish
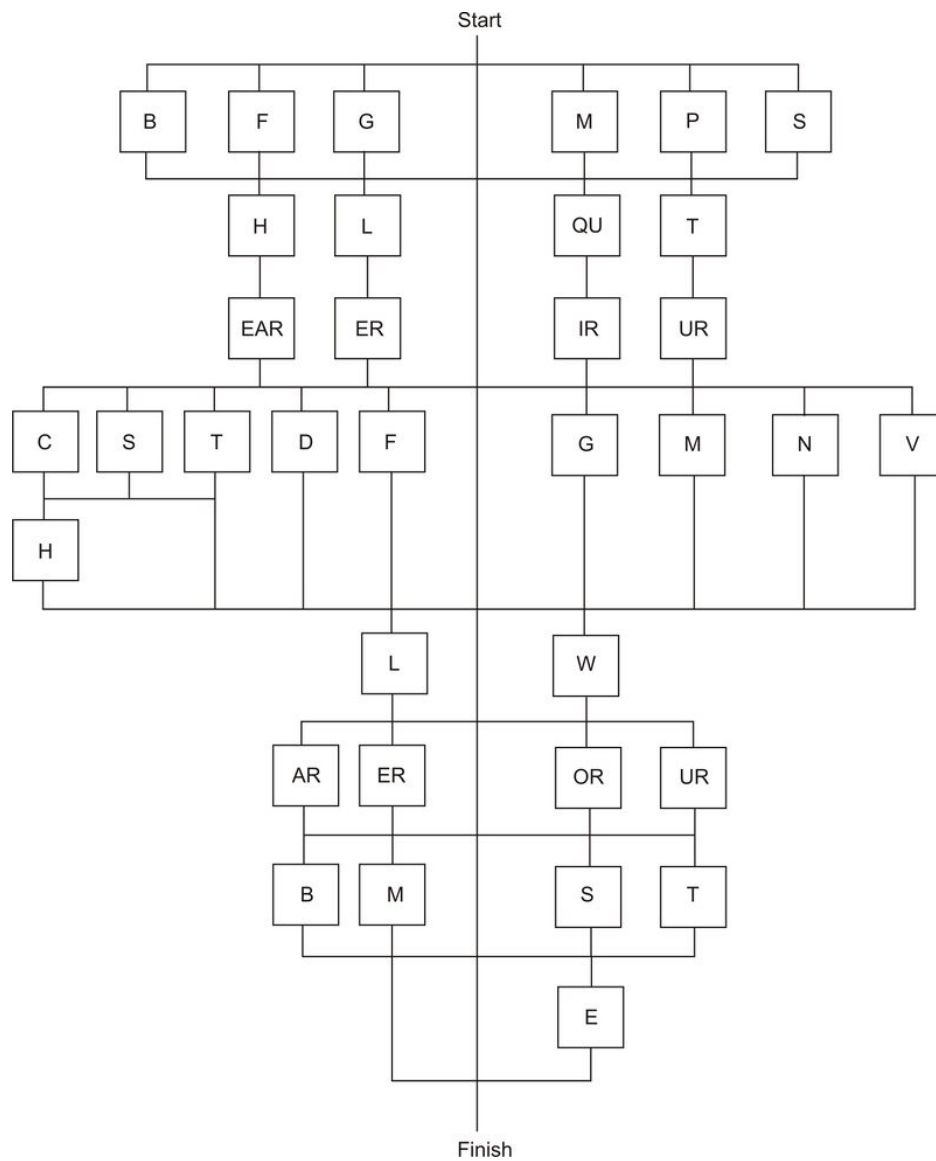
5.23 Lesson Twenty-three

The Prefix

1. The twelve words below all contain the same prefix:

mislaid	mismatch	miscues	misshaped
misspell	misdeeds	misjudge	misunderstand
mistrust	mismanaged	misquote	mistreatment

What is the prefix in these words? _____

2. Copy each of the twelve words into the table below and analyze it into its prefix and free stem, as we've done with *misshaped:*

TABLE 5.31:

Word	= Prefix	+ Free Stem
misshaped	= *mis*	+ *shaped*
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+
	=	+

3. Not all words that start with the letters <mis>contain the prefix *mis-*. Read over the following words carefully. Try taking the <mis>away from each of them. Among these words if after you take away the <mis>, you have a free stem left over, you know you have the prefix *mis-*. But if you do not have a free stem left over, you do not have the prefix *mis-:*

mislay	misery	mismanage	mission
misty	mismatches	misleading	mistake
misread	mister	missile	missed

Sort the twelve words into these two groups:

TABLE 5.32:

Words that contain the prefix *mis-:*	Words that do not contain the prefix *mis-:*

4. Combine the following prefixes, free stems, and suffixes. Show any cases of twinning, final <e>deletion, and changes of <y>to < i >:

TABLE 5.33:

Prefixes + Free Stems + Suffixes	= Words
mis + shap¢ + ed	= *misshaped*
mis + judge + ed	=
mis + take + en	=
re + move + ing	=
wrap + er	=
quiz + ed	=
un + tap + ed	=
if + y	=
un + decide + ed	=
in + ing	=

5. Try some the other way around. Analyze the words below into prefixes, free stems, and suffixes:

TABLE 5.34:

Word	= Prefix + Free Stem + Suffix
mistakes	= *mis + tak¢ + s*
refinishes	=
unblinking	=
mishaps	=
removed	=
mismanaging	=
untried	=

5.24 Lesson Twenty-four

The Meaning of

1. The prefix *mis-* can mean different things, but it always means something negative or bad. Most of the time it means one of these three things:

"Bad or badly" as in *mistreat*. If you mistreat people, you treat them badly.

"Lack of, failure to" as in *misfire*. If a gun misfires, it fails to fire.

"Mistakenly, incorrectly" as in *misread*. If you misread a sign, you read it incorrectly.

2. Here are twelve *mis-* words:

misread	mismatch	misunderstand	mislaid
misspell	misdeeds	mismanage	miscues
mistrust	mislead	misquote	mistreat

Think about what each word means and compare that meaning with the meaning of the free stem that remains when you take away the *mis-*. Then sort the twelve words into the three groups below.

We've given you a few extra lines because sometimes you might feel that a certain word could go into more than one group. That's okay. If you don't have all the blanks filled in, don't worry about it. And if you decide that you need more blanks than we've given you in a group, just add them. Be ready to talk about your choices:

TABLE 5.35: Words in which mis- means . . .

"Bad, badly"	"Lack of, failure of"	"Mistakenly, incorrectly"

3. Why do you think a mistake is called a mistake? _____

_____

4. *Mis-* is the prefix in the word *mischief*. The free stem is *chief*, which comes from an old French word that meant "head" and is also the source of *chef*, "head cook." The French source of the word *mischief* meant "to come to a head badly or mistakenly." So *mischief* originally meant behavior that would cause things to turn out badly.

☞ !!! ☜

Watch the Middles!

misspelling		
PREFIX	BASE	SUFFIX
mis		
	spell	
		ing

mischief	
PREFIX	BASE
mis	
	chief

CHAPTER **6** **Student 03-Lesson 25-48**

Chapter Outline

6.1 Lesson Twenty-five

The Prefix

1. So far you have worked with three prefixes. They are all in the words below:

recounted   miscounted   uncounted   discounted

What are the three prefixes with which you have worked? _____, _____, and _____.

2. There is a fourth prefix in those four words. What is it? _____.

3. The prefix *dis-* appears in all of the twelve words below:

discard	discount	discharge	disappear
disarm	discover	dishonest	disorder
distrust	disagree	disobey	disgrace

Like the prefix *mis-*, the prefix *dis-* can mean different things. But usually it means on of the following:

"Lack of, not" as in *dishonest*

"Removal or reversal" as in *disinfect*.

Compare the meaning of each of the twelve words with the meaning of the free stem that is left when you take away the prefix *dis-*. Then sort the twelve *dis-* words into the following two groups. Again we have given you some extra blanks, in case you feel that some words belong in more than one group:

TABLE 6.1: Words in which dis- means . . .

"Lack of, not"	"Removal, reversal"

☞ !!! ☜

Word Changes

Word Changes are puzzles in which you make changes in words according to directions you are given. Each change makes a new word. The last change makes a word that will solve the riddle at the end of the puzzle.

a. Write the word *misspell*: _____
b. Take away the prefix that means "mistakenly" and put on the suffix that means "in the past": _____
c. Take away the fourth and fifth letters in the word: _____
d. Move the first letter in the word to the very end and change the 'p' to the letter that comes two places after it in the alphabet: _____

    e. Change the second vowel in the word to the first vowel in the alphabet; remove the last consonant in the word: _____

    f. Put back the prefix that means "mistakenly." Then fill in the blank and answer the riddle:

If you misspell a lot, your reader may _____ you.

6.2 Lesson Twenty-six

More Words with

1. Knowing what you know now about the prefix *dis-*, sort out the following words as directed:

| disorder | disks | disuse | discontinue | discover |
| disband | dishonor | discolor | discard | disease |

Words that Contain the Prefix *dis-*		

The word that does not contain the prefix *dis-* is _____

Most words that start out <dis>do contain the prefix *dis-*!

2. There are two *dis-* words that deserve a special word: *display* and *disaster.*

• *Display* contains the prefix *dis-* and the stem *play*, but the *play* in *display* is not the same as the *play* in *playground* or "Play ball!" The *play* in *display* comes from a Latin word that meant "to fold." *Display* originally meant "to fold out"– as when a Roman cloth merchant would display his goods. Our other word *play* didn't come from Latin at all. It came from German.

• At first you might not recognize the *dis-* prefix in the word *disaster* because the free stem you are left with seems odd: *disaster = dis + aster.* An aster is a flower, and what can flowers have to do with disasters? The word *aster* comes from a Latin word that meant "star." The flowers are called asters because they are star-shaped. You can see part of that Latin word for "star" in words like *astronomy, astrology,* and *astronaut.*

So, what do disasters have to do with stars? The Romans believed that our future was told in the stars. They had a word for a time when the stars foretold a bad future: *disastrato,* "ill-starred." If something was ill-starred, it was sure to be a disaster. So that is what flowers and stars and disasters have in common in our spelling.

☞ !!! ☜

Word Squares

This Word Squares contains sixteen words that all start with the prefix *dis-* and one that does not. Don't let the long ones scare you.

Six letters:

disarm

disked

disown

Seven letters:

disavow

Eight letters:

diseased

disaster

disarray

Nine Letters:

disgraced

discovers

dishonest

discounts

Ten letters:

disservice

Eleven letters:

discontinue

distrusting

Twelve letters:

disinfectant

disadvantage

dissatisfied
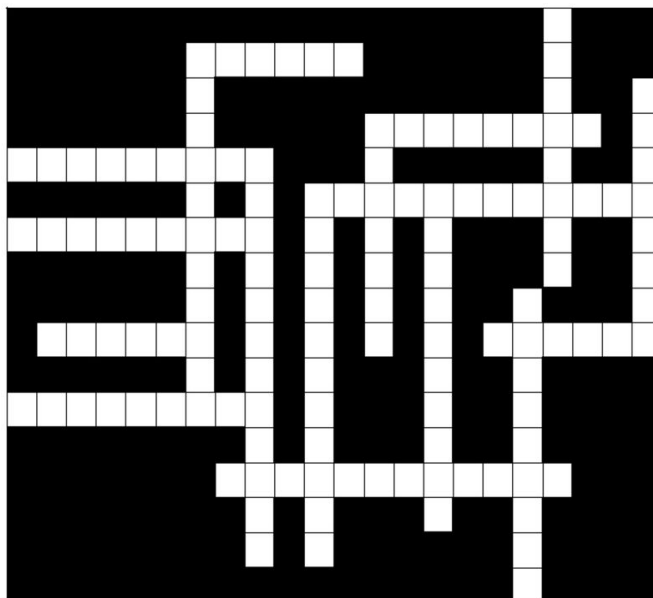
The word that does not contain *dis*- is _____.

6.3 Lesson Twenty-seven

Spelling With Prefixes

1. The prefixes *un-, re-, dis-,* and *mis-* can cause some spelling problems. Look at the word *misspell*. We can analyze it into the prefix *mis-* plus the free stem *spell*. Watch out for that <ss>! There is one $< s >$ for the *mis-* and one $< s >$ for the *spell: mis + spell = misspell*.

- Anytime you add *mis-* or *dis-* to a stem that starts with an $< s >$, you will get an <ss>.

- Anytime you add the prefix *un-* to a stem that starts with an <n>, you will get an <nn>.

- Anytime you add the prefix *re-* to a stem that starts with an <e>, you will get an <ee>.

2. Add the prefix to the free stem. All combine by simple addition, but watch out for cases of <ss>, <nn>, and <ee>:

TABLE 6.2:

Prefix	+ Free Stem	= New Word
mis	+ spell	= *misspell*
un	+ natural	=
mis	+ spend	=
un	+ necessary	=
re	+ educate	=
un	+ noticed	=
dis	+ satisfied	=
un	+ nerve	=

3. Now try these. They also combine by simple addition:

TABLE 6.3:

Prefix	+ Free Stem	= New Word
dis	+ service	=
re	+ examine	=
dis	+ color	=
mis	+ strike	=
dis	+ obey	=
re	+ elect	=
dis	+ solve	=
un	+ cover	=
mis	+ shape	=
mis	+ leading	=
un	+ needed	=
un	+ remarkable	=

4. Now analyze each of the following words into its prefix, free stem, and suffix. Show any changes that were made when the suffix was added:

TABLE 6.4:

Word	= Prefix	+ Free Stem	+ Suffix
miscounted	=	+	+
undecided	=	+	+
mislaying	=	+	+
undoing	=	+	+
misdeeds	=	+	+
mistreated	=	+	+
discoverer	=	+	+
disgraces	=	+	+
unexamined	=	+	+
discharged	=	+	+
reordered	=	+	+
discounts	=	+	+
diseases	=	+	+
returning	=	+	+
unnerving	=	+	+
disgracing	=	+	+
repacked	=	+	+

6.4 Lesson Twenty-eight

Test Three

TABLE 6.5:

Words	Analysis
1.	Prefix + free stem + suffix = _____
2.	Prefix + free stem + suffix = _____
3.	[] = _____ [e] = _____
4.	Prefix + free stem + suffix = _____
5.	Prefix + free stem + suffix = _____
6.	[] = _____ [u] = _____
7.	Prefix + free stem + suffix = _____
8.	[] = _____
9.	Prefix + free stem + suffix = _____
10.	[s] = _____ & _____ Free stem + suffix = _____-____

TABLE 6.6: Answers to Test Three

Words	Analysis
1. *misspelling*	Prefix + free stem + suffix = *mis + spell + ing*
2. *discoverer*	Prefix + free stem + suffix = *dis + cover + er*
3. *pleasant*	[] = *< a >* [e] = *<ea>*
4. *mistreats*	Prefix + free stem + suffix = *mis + treat + s*
5. *diseases*	Prefix + free stem + suffix = *dis + easé + es*
6. *cousin*	[] = *< i >* [u] = *<ou>*
7. *mismanaged*	Prefix + free stem + suffix = *mis + managé + ed*
8. *mountain*	[] = *<ai>*
9. *dissolved*	Prefix + free stem + suffix = *dis + solvé + ed*
10. *sentences*	[s] = *< s >* & *<c>* Free stem + suffix = *sentencé + es*

6.5 Lesson Twenty-nine

Review of Vowel Letters and Patterns

1. The four letters that are always vowels are _____, _____, _____, and _____.

2. The three letters that are sometimes vowels and sometimes consonants are _____, _____, and _____.

3. The other nineteen letters that are always consonants are: _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, and _____.

4. Be ready to talk about these questions:

When is the letter <w>a consonant?

When is the letter <y>a consonant?

When is the letter < u > a consonant?

5. In each of the following words find the letter that is spelling the vowel sound with strong stress. Mark that letter v. Remember that in words with only one vowel sound, we assume that that vowel sound has strong stress. Then mark the next two letters after the stressed vowel, either v or c. You should find two patterns among these words: VCC and VCV. We've done the first one for you:

bandage vcc	major	sense	opposite
gate	missile	joking	kept
fill	climate	dissolve	misty
maniac	gather	tiny	rise
human	lady	victim	twice

Sort the words into these two groups:

Words with the pattern . . .

VCV		VCC	

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☞ !!! ☜

Word Changles. Changles combine Word Changes with Word Scrambles. Follow the directions carefully. Write the words you make in the column on the right. The shaded boxes will contain words that you worked with in Item 5 of this lesson.

1. Write the word *life*.	*life*
2. Change the \<e\> to \<l\> and scramble the letters.	*fill*
3. Change \<f\> to \<k\>. Change \<l\> to \<e\> and scramble the letters.	
4. Change \<l\> to \<p\>. Change \<i\> to \<t\> and scramble the letters.	
5. Change \<p\> to \<a\> and scramble the letters.	
6. Change \<k\> to \<g\> and scramble the letters.	

6.6 Lesson Thirty

Review of VCC and VCV

1. Write a word that contains each of these vowel sounds:

TABLE 6.7:

Short Vowel Sounds	Words
Short < a >, [a]:	*gather*
Short <e>, [e]:	
Short < i >, [i]:	
Short <o>, [o]:	
Short < u >, [u]:	
Dotted short < u >, [u̇] :	

TABLE 6.8:

Long Vowel Sounds	Words
Long < a >, [ā]:	
Long <e>, [ē]:	
Long < i >, [ī]:	
Long <o>, [ō]:	
Long <oo>, [ū]:	
Long < u >, [yū]:	

2. Here are the twenty words with which you worked in the last lesson:

bandage	major	sense	opposite
vcc	vcv	vcc	vcc
gate	missile	joking	kept
vcv	vcc	vcv	vcc
fill	climate	dissolve	misty
vcc	vcv	vcc	vcc
maniac	gather	tiny	rise
vcv	vcc	vcv	vcv
human	lady	victim	twice
vcv	vcv	vcc	vcv

In some of these twenty words the first vowel is short. In some it is long. Sort the twenty words into the following matrix:

Words in which the first vowel is . . .		
	Short	**Long**
Words with the pattern VCC		
Words with the pattern VCV		

3. In words that contain the pattern VCC, the vowel is _____.

In words that contain the pattern VCV, the first vowel is _____.

☞ !!! ☜

Word Venn. Into circle A put only words that contain the sound [ā]. Into circle B put only words that contain the sound [a]. Into circle C put only words that contain [s] or [z].

gate	attack	victim	bandage
maniac	disgrace	major	missile
human	lady	passageway	match
opposite	gathers	climate	dissolve
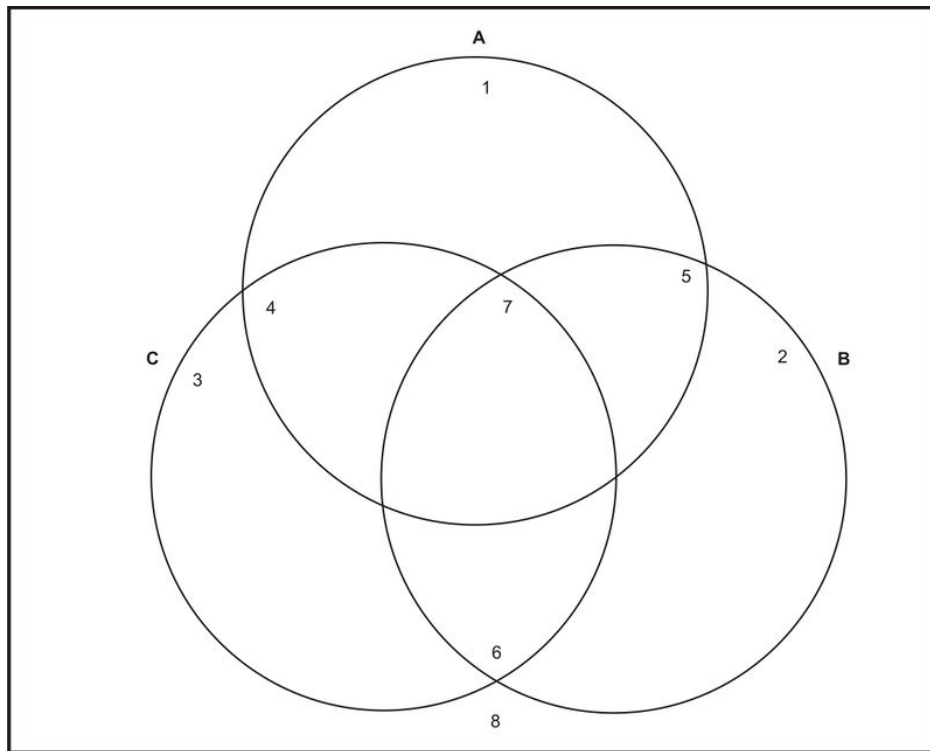
6.7 Lesson Thirty-one

More Practice with the VCC and VCV Patterns

1. In words that contain the VCC pattern, the vowel is _____. In words that contain the VCV pattern, the first vowel is _____.

2. In each of the following words find the vowel letter that is spelling the vowel sound with strong stress. Mark it with a [U+0080] [U+0098] v′. Then mark the two letters after that vowel either [U+0080] [U+0098] v′ or [U+0080] [U+0098] c′:

tricky	union	hundred	decide
tiny	issue	interest	method
quote	attacked	remote	climate
evening	fifty	mission	mister

3. Sort the sixteen words into this matrix:

	Words in which the stressed vowel is . . .	
	Short	**Long**
Words with the pattern VCC		
Words with the pattern VCV		

4. In the pattern _____ the vowel is short, and in the pattern _____ the first vowel is long.

☞ !!! ☜

Word Scrambles

The words that are scrambled up in this puzzle all contain either the VCC or the VCV pattern. To help you, we've marked the VCC or VCV pattern in each one:

nunio	*u*	*n*	*i*	*o*	*n*		
	v	c	v				
knijog							
		v	c	v			
suies							
	v	c	c				
thomed							
		v	c	c			
sorjam							
		v	c	v			
drenduh							
		v	c	c			

6.8 Lesson Thirty-two

Deleting Silent Final <e>

1. **Rule for Deleting Silent Final <e>**. If a word ends with a silent final _____ that shows that the vowel sound in the word is _____, you delete the silent final <e>when you add a _____ that starts with a _____.

2. Combine the free stems and suffixes below. Show any cases of twinning or silent final <e>deletion:

TABLE 6.9:

Free Stem	+ Suffix	= Word
quote	+ ed	=
cage	+ ed	=
up	+ er	=
interest	+ ing	=
exercise	+ ed	=
obey	+ ed	=
decide	+ s	=
in	+ ing	=
fill	+ ing	=
disgrace	+ ed	=
murmur	+ ed	=
order	+ ing	=
lady	+ es	=
mist	+ y	=
price	+ s	=
refuse	+ ed	=
mission	+ s	=

3. Now try some the other way around. Analyze each word into its free stem and suffix. Show any cases of silent final <e>deletion or twinning:

TABLE 6.10:

Word	= Free Stem	+ Suffix
refusing	=	+
disgracing	=	+
decided	=	+
watches	=	+
misspending	=	+
twiggy	=	+
rising	=	+
banded	=	+
senses	=	+
quoting	=	+

TABLE 6.10: (continued)

Word	= Free Stem	+ Suffix
issuing	=	+
quizzes	=	+
interested	=	+
units	=	+
iffy	=	+
methods	=	+
upper	=	+
obeyed	=	+
hundreds	=	+
shoes	=	+
fifties	=	+

6.9 Lesson Thirty-three

Soft <c>and Hard <c>

1. The letter <c>sometimes spells the sound [s] – as in *acid.* Sometimes it spells the sound [k] – as in *actor.*

When the letter <c>spells the [s] sound, it is called **soft <c>**. When it spells the [k] sound, it is called **hard <c>**.

2. Pronounce each of the following words. Pay special attention to the sounds being spelled by the <c>in each one:

service	elected	deceptive	miscue	concept
republic	decided	agriculture	embrace	democratic
ignorance	comics	center	actively	since
juicy	producer	recover	notice	discount

3. Now sort the twenty words into this matrix:

	Words with soft <c>:	Words with hard <c>:
Words with <e>, <i>, or <y> right after the <c>:		
With no <e>, <i>, or <y> right after the <c>:		

4. You should have found that the letter <c>always spells the [s] sound when it has one of three letters right after it. The letters are _____, _____, or _____.

5. The letter <c>is called soft <c>when it spells the sound _____. The letter <c>is called hard <c>when it spells the sound _____. A soft <c>always has one of three letters right after it: _____, _____, or _____.

6. Sort these twelve words into the following matrix:

rejoice	civilize	fiercely	license
recognized	victim	affection	arc
emergency	officer	surface	fabric

	Words with soft <c>:	Words with hard <c>:
Words with <e>, <i>, or <y> right after the <c>:		
Words with no <e>, <i>, or <y> right after the <c>:		

7. When the letter <c> has an _____, _____, or _____ right after it, it spells the sound _____ and is called _____. Otherwise, it spells the sound _____ and is called _____.

6.10 Lesson Thirty-four

Soft <c>and Silent Final <e>

1. When the letter <c>has an _____, _____, or _____ right after it, it spells the sound _____ and is called _____. Otherwise, it spells the sound _____ and is called _____.

2. Pronounce these words:

fabric	price
arc	ignorance
traffic	rejoice
democratic	twice
mechanic	office
maniac	fierce
comic	since

3. Do the words in the left column end with a hard <c>or with a soft <c>? _____

Do the words in the right column end with a hard <c>or with a soft <c>? _____

Why are the <c>'s in the right column soft <c>'s? _____.

Why are the <c>'s in the left column hard <c>'s? _____.

4. One of the jobs of silent final <e>is to mark a <c>right before it as soft. In the words in the right column the final <e>'s are all marking <c>'s as being soft. But in two of the words in the right column the final <e>is also marking the preceding vowel as being long. Those two words are: _____ and _____.

6. So far you've seen two different jobs that final <e>can do: Final <e>can mark a preceding vowel as being _____ . Final <e>can mark a preceding <c>as being _____. And sometimes a final <e>can do both things at once — as in the word *lace.*

☞ !!! ☜

Watch the Middles!

agriculture		
BASE	BASE	SUFFIX
agri		
	cult	
		ure

democratic		
BASE	BASE	SUFFIX
demo		
	crat	
		ic

emergency		
PREFIX	BASE	SUFFIX
e		
	merg¢	
		ency

election		
PREFIX	BASE	SUFFIX
e		
	lect	
		ion

6.11 Lesson Thirty-five

Soft <c>and Deleting Silent Final <e>

1. When the letter <c>has an _____, _____, or _____ right after it, it spells the sound _____ and is called _____.

2. **Rule for Deleting Silent Final <e>**. If a word ends with a silent _____ that shows that the vowel sound in the word is _____, you _____ the silent final <e>when you add a _____ that starts with a _____.

3. We must revise our final <e>deletion rule a little, because the final <e>that marks a soft <c>doesn't behave quite like the final <e>that just marks a long vowel. Here are some words analyzed for you. Show any final <e>deletions as we have done with *announcer*. Write "Yes" or "No" in the right hand column to show whether a final <e>was deleted when the suffix was added to the free stem:

TABLE 6.11:

Free Stem + Suffix = Word	Was a final <e>deleted?
announc𝑒 + er = announcer	*Yes*
choice + est = choicest	
juice + y = juicy	
embrace + able = embraceable	
surface + s = surfaces	
notice + able = noticeable	
introduce + ing = introducing	
scarce + ly = scarcely	
service + able = serviceable	
price + ed = priced	

5. Combine each stem word and suffix to make a word. Mark any final <e>'s that are deleted:

TABLE 6.12:

Stem Word	+ Suffix	= word
lac𝑒	+ y	= *lacy*
practice	+ ed	=
service	+ s	=
announce	+ ment	=
juice	+ y	=
fierce	+ est	=
embrace	+ able	=
office	+ er	=
sentence	+ ed	=
rejoice	+ ing	=

7. Look at the cases where the final <e>was deleted. You should have found that in each case the suffix started with one of three letters: _____, _____, or _____. Which three letters must follow a soft <c>? _____, _____, or

_____.

8. Be ready to talk about this question: Why do we delete the final <e>that marks a soft <c>only if the suffix starts with <e>, < i >, or <y>?

9. **New Final <e>Deletion Rule**. You delete the final <e>that marks a soft <c>only when you add a suffix that starts with _____, _____, or _____; you delete a final <e>that is only marking a long vowel whenever you add a suffix that starts with any _____

☞ !!! ☜

Word Changles. Follow the directions carefully. Write the words you make in the column on the right. The shaded boxes will contain free stems that you worked with in this lesson:

1. Write the word *clue*.	*clue*
2. Change the <l> to <j>, add an <i> and scramble the letters.	
3. Change <ju> to <pr>.	
4. Change <i> to <a>. Change <p> to <s> and scramble the letters.	
5. Add a <c> and scramble the letters.	
6. Change <c> to <d> and scramble the letters.	

6.12 Lesson Thirty-six

Test Four

TABLE 6.13:

Words	Analysis
1.	[k] = _____ VCV = _____ Free stem + suffix = _____
2.	VCC = _____ Free stem + suffix = _____
3.	<w>= consonant? or vowel? _____ VCV = _____ [s] = _____
4.	< u > = consonant? or vowel? _____ VCC = _____
5.	[kw] = _____ < u > = consonan? or vowel? _____ Free stem + suffix = _____
6.	< u > = consonant? or vowel? _____ [s] = _____- Free stem + suffix = _____
7.	[s] = _____ Free stem + suffix = _____
8.	VCV = _____ Free stem + suffix = _____
9.	[s] = _____ < s > = _____ Free stem + suffix = _____
10.	VCC = _____ Free stem + suffix = _____

TABLE 6.14: Answers to Test Four

Words	Analysis
1. *climates*	[k] = *<c>* VCV = *<ima>* Free stem + suffix = *climate + s*
2. *senses*	VCC = *<ens>* Free stem + suffix = *sensé + es*
3. *twice*	<w>= consonant? or vowel? *consonant* VCV = *<ice>* [s] = *<c>*
4. *hundred*	< u > = consonant? or vowel? *vowel* VCC = *<und>*
5. *quoting*	[kw] = *<qu>* < u > = consonant? or vowel? consonant Free stem + suffix = *quoté + ing*
6. *juicy*	< u > = consonant? or vowel? *vowel* [s] = *<c>* Free stem + suffix = *juicé + y*
7. *embraceable*	[s]= *<c>* Free stem + suffix = *embrace + able*
8. *tiniest*	VCV = *<ini>* Free stem + suffix = *tiný + i + est*
9. *rejoices*	[s] = *<c>* < s > = *[z]* Free stem + suffix = *rejoicé + es*
10. *mistier*	VCC = *<ist>* Free stem + suffix = *mistý + i + er*

6.13 Lesson Thirty-seven

Soft <g>and Hard <g>

1. You've seen that a soft <c>spells the sound [s], as in *acid*, and that a hard <c>spells the sound [k], as in *actor*. You've also seen that a soft <c>has to have either an <e>, < i >, or <y>right after it.

The letter <g>sometimes spells the sound [j] as in *gem*, and it sometimes spells the sound [g] as in *gum*. When it spells the [j] sound, it is called **soft <g>**. When it spells the [g] sound, it is called **hard <g>.**

2. Pronounce each of the following words. Pay special attention to the sounds being spelled by the <g>in each of them. Sort the words into the matrix:

agent	ignorance	agriculture	college	angel
recognize	grower	gypped	digest	angle
argue	genies	intelligence	disgusted	regret
sergeant	discharge	glimpse	goddess	legislator
challenge	gleamed	twig	biology	frog

	Words in which <g> spells . . .	
	[j]:	[g]:
Words with <e>, <i>, or <y> right after the <g>:		
Words with no <e>, <i>, or <y> after the <g>:		

3. You should have found that the letter <g>spells the [j] sound only when it has one of three letters right after it. The three letters are _____, _____, and _____.

The letter <g>is called soft <g>when it spells the sound _____.

A soft <g>always has one of three letters right after it: _____, _____, or _____.

4. Soft <g>always will have <e>, < i >, or <y>after it. But not every <g>that has one of these three letters after it is a soft <g>! Look at these words, with hard <g>s where we'd expect soft ones: *get, together, hunger, give,* and *girl.*

So we can't say that any <g>with <e>, < i >, or <y>after it will be soft. But we can say that any soft <g>will have <e>, < i >, or <y>after it.

5. The letter <c>is soft when it has the letters _____, _____, or _____ after it. The soft <c>spells the sound _____.

6. Soft <c>and <g>always have the letters _____, _____, or _____ after them.

7. Combine these free stems and suffixes. Watch for cases of twinning and final <e>deletion:

TABLE 6.15:

Free Stem	+ Suffix	= Word
god	+ ess	=
biologist	+ s	=
disgust	+ ing	=
gold	+ en	=
gyp	+ ing	=
intelligent	+ ly	=
legislate	+ or	=
ignore	+ ance	=

6.14 Lesson Thirty-eight

Soft <g>and Silent Final <e>

1. Pronounce these words:

waterlog	package
jog	challenge
beg	refuge
catalog	enrage
drug	discharge
earwig	discourage
zigzag	college
frog	urge

2. Do the words in the left column end with soft <g>or with hard <g>? _____ Do the words in the right column end with soft <g>or with hard <g>? _____

Why are the <g>'s in the right column soft <g>'s? _____

Why are the <g>'s in the left column hard <g>'s? _____

3. In the words in the right column the final <e>'s are all marking preceding <g>'s as being soft. But in two of the words in the right column the final <e>is also marking the preceding vowel as being long. The two words are _____ and _____

4. So far you've seen three different jobs that final <e>can do:

Final <e>can mark a preceding vowel as being _____.

Final <e>can mark a preceding <c>as being _____.

Final <e>can mark a preceding <g>as being _____.

And final <e>can mark both a long vowel and a soft <c>or <g>at the same time.

5. Sort the following words into the matrix below:

refuge	twice	lace	challenge	recognize
legislate	license	embrace	since	urge
enrage	college	courage	charge	intelligence
ignorance	office	civilize	expense	price

Words in which final <e> . . .		
	marks a soft <c> or soft <g>:	does not mark a soft <c> or soft <g>:
Words in which final <e> marks a long vowel		
Words in which final <e> does not mark a long vowel		

6. A silent final <e>will mark a <g>right in front of it as being _____ — that is, as spelling the sound _____.

Although not all <g>'s followed by an <e>, < i >, or <y>are soft, all <g>'s followed by a silent final <e>are soft.

☞ !!! ☜

Word Venn. In circle A put only words that contain a hard <g>. In circle B put only words that contain a soft <g>. In circle C put only words that contain a silent final <e>.

catalog	geography	gypped	office
ignorance	accept	motor	courage
license	garbage	goddess	generous
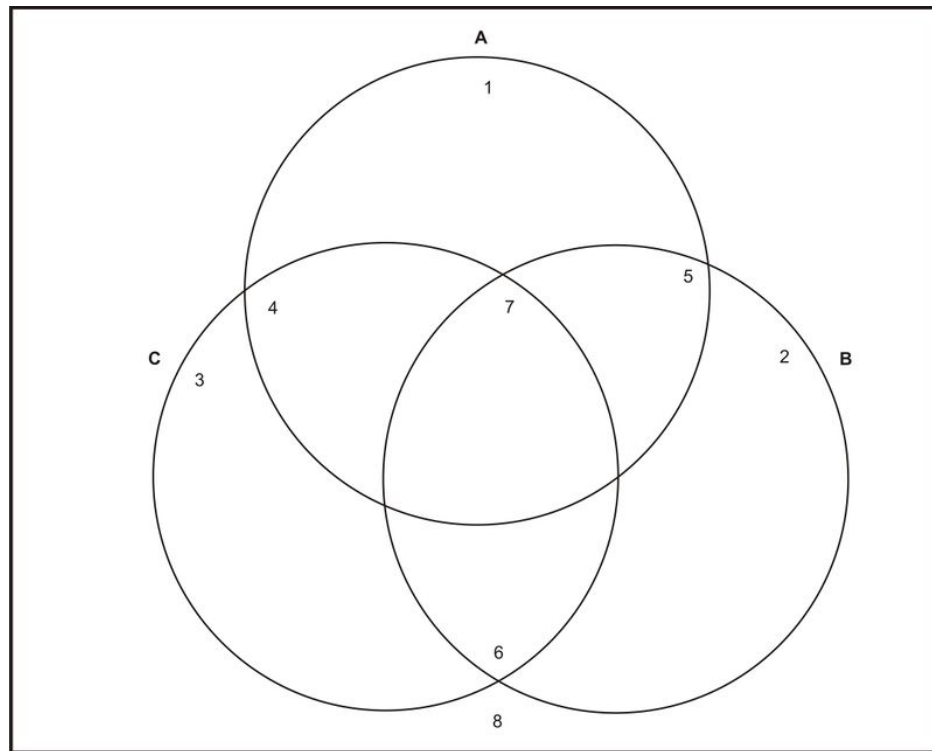
6.15 Lesson Thirty-nine

Soft <g>and Deleting Silent Final <e>

1. **Final <e>Deletion Rule**. You delete the final <e>that marks a soft <c>only when you add a suffix that starts with
_____, _____, or _____; you delete final <e>'s that mark long vowels when you add a suffix that starts with any
_____.

2. Now let's see what changes the final <e>that marks soft <g>will make in the Final <e>Deletion Rule. Here are
some words analyzed for you. Write 'yes' or 'no' in the right hand column:

TABLE 6.16:

Free Stem	+ Suffix	= New Word	Was a final <e>deleted?
cage	+ ed	= caged	
discourage	+ ment	= discouragement	
urge	+ ing	= urging	
orange	+ y	= orangy	
challenge	+ s	= challenges	
package	+ ing	= packaging	
manage	+ able	= manageable	
refuge	+ ee	= refugee	
large	+ est	= largest	
urge	+ ency	= urgency	
cage	+ y	= cagy	
marriage	+ able	= marriageable	

3. Analyze each word into its free stem and suffix. Replace any final <e>'s that were deleted. Then write 'yes' or
'no' in the right hand column:

TABLE 6.17:

Word	= Free Stem	+ Suffix	Was a final <e>deleted?
largeness	=	+	
orangy	=	+	
encouragement	=	+	
urged	=	+	
challenger	=	+	
refuges	=	+	
discouraged	=	+	
marriages	=	+	
manager	=	+	

4. You should have found that when the final <e>was deleted, the suffix started with one of three letters: _____,
_____, or _____.

Which three letters must always follow a soft <g>? _____, _____, and _____.

5. Be ready to talk about this question: Why do we delete the final <e>that marks a soft <g>only if the suffix starts with <e>, < i >, or <y>?

6. **Final <e>Deletion Rule**. You delete a final <e>that marks a soft <c>or a soft <g>only when you add a suffix that starts with _____, _____, or _____; you delete a final <e>that is only marking a long vowel when you add a suffix that starts with any _____.

7. Analyze each of the following words into its free stem and suffix. Be sure your analysis shows any final <e>deletions that occur:

TABLE 6.18:

Word	= Free Stem	+ Suffix
manageable	=	+
oranges	=	+
challenging	=	+
marriageable	=	+
largest	=	+

6.16 Lesson Forty

Silent Final <e>and Stress

1. **Final <e>Deletion Rule**. You delete a final <e>that marks a _____ or a _____ only when you add a suffix that starts with _____, _____, or _____; you delete a final <e>that is only marking a long vowel when you add a suffix that starts with any _____.

2. You have seen that one of the things silent final <e>does is to mark a vowel as long in a VCV string at the end of a word. So *rat* has a short $< a >$ sound, [a], but *rate* has a long one, [á]. The silent final <e>in *rate* fills out the VCV string and the first vowel is long: *rate*
    vcv

But sometimes silent final <e>does not mark the vowel in front of it as long. For instance, in the word *engine* the $< i >$ is not long even though the silent final <e>makes a VCV string: *engine*
    vcv

The rule is this: Silent final <e>only marks a vowel long if the vowel has strong stress.

In the word *decide* the strong stress is on the $< i >$: *decíde*. So in *decide* the silent final <e>marks the $< i >$ as long. But in the word *engine* the strong stress is on the first <e>, and the $< i >$ has weak stress: *éngine*. So in *engine* the silent final <e>does not mark the $< i >$ as long.

3. Mark the strong stress in each of these words. Remember that when a word has two vowel sounds, the strong stress is usually on the first vowel — not always, but usually:

missile	college	office	climate	decide
service	dispute	package	remote	reduce
passage	practice	require	suppose	active
notice	courage	surface	manage	purpose

4. Now sort the words into this matrix:

	Words with strong stress on the last vowel sound:	Words with weak stress on the last vowel sound:
Words in which the final \<e\> marks a long vowel:		
Words in which the final \<e\> does not mark a long vowel:		

5. A silent final \<e\>only marks a long vowel if the final vowel sound in the word has _____ stress.

6.17 Lesson Forty-one

Deleting Silent Final <e> in Longer Words

1. You have seen that a silent final <e> marks the vowel in front of it as long only if that vowel has strong stress. So the final <e> in a word like *engine* does not mark the $< i >$ in front of it as long. But this is no problem for learning to delete silent final <e>:

A silent final <e> that does not mark a long vowel because the vowel has weak stress is deleted exactly like a silent final <e> that does mark a long vowel.

Analyze each word into its free stem and suffix. Replace any final <e>'s that have been deleted. Write 'Yes' or 'No' in the right hand column:

TABLE 6.19:

Word	= Free Stem	+ Suffix	Was final <e> deleted?
climatic	= *climate̸*	+ *ic*	*Yes*
required	=	+	
practicing	=	+	
cultured	=	+	
serviced	=	+	
surfacing	=	+	

2. Here are some to do the other way around. Combine the free stems and suffixes. Watch out for free stems that end with soft <c> or soft <g>.

TABLE 6.20:

Free Stem	+ Suffix	= New Word	Was a final <e> deleted?
remote̸	+ est	= *remotest*	*Yes*
manage	+ er	=	
active	+ ist	=	
office	+ er	=	
manage	+ able	=	
active	+ ly	=	
courage	+ ous	=	
orange	+ y	=	
culture	+ al	=	
examine	+ er	=	
passage	+ s	=	
agriculture	+ al	=	
package	+ ed	=	
practice	+ es	=	
notice	+ able	=	
service	+ ing	=	
encourage	+ ing	=	

TABLE 6.20: (continued)

Free Stem	+ Suffix	= New Word	Was a final <e>deleted?
notice	+ ed	=	
license	+ es	=	

3. Now we can make our Silent Final <e>Deletion Rule more simple and strong:

Silent Final <e>Deletion Rule. You delete a silent final <e>that marks a _____ or a _____ when you add a suffix that starts with _____, _____, or _____;

you delete any other silent final <e>whenever you add a suffix that starts with _____.

☞ !!! ☜

Word Pyramids. Every word in this flat-topped Pyramid must contain a soft <c>or a soft <g>:
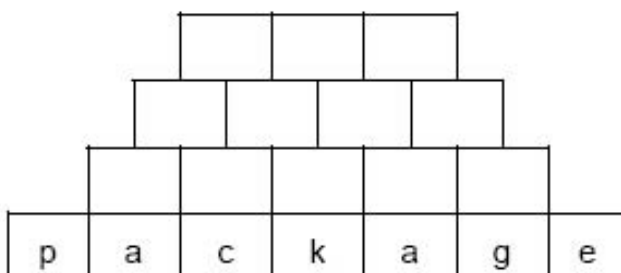
Every word in this Pyramid must contain a soft <c>:

277
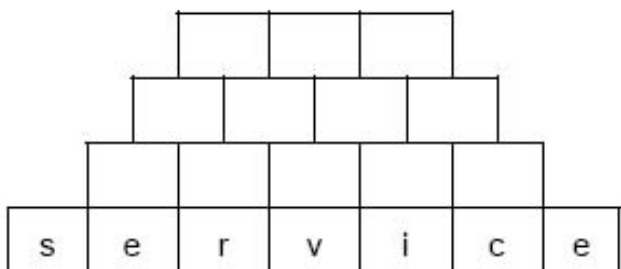
6.18 Lesson Forty-two

Test Five

TABLE 6.21:

Words	Analysis
1.	[j] = _____ Free stem + suffix = _____
2.	[s] = _____ Free stem + suffix = _____
3.	[r] = _____ Free stem + suffix = _____
4.	[k] = _____ Free stem + suffix = _____
5.	[k] = _____ Free stem + suffix = _____
6.	[g] = _____, [s] = _____
7.	[j] = _____, [s] = _____, [r] = _____
8.	[n] = _____, [j] = _____
9.	[g] = _____, [k] = _____
10.	[l] = _____, [j] = _____, [s] = _____

TABLE 6.22: Answers to Test Five

Words	Analysis
1. *colleges*	[j] = *<g>* Free stem + suffix = *college + s*
2. *noticed*	[s] = *<c>* Free stem + suffix = *notic¢ + ed*
3. *challenger*	[r] = *<er>* Free stem + suffix = *challeng¢ + er*
4. *activist*	[k] = *<c>* Free stem + suffix = *activ¢ + ist*
5. *packaging*	[k] = *<ck>* Free stem + suffix = *packag¢ + ing*
6. *ingorance*	[g] = *<g>*, [s] = *<c>*
7. *legislator*	[j] = *<g>* [s] = *< s >*, [r] = *<or>*
8. *manageable*	[n] = *<n>*, [j] = *<g>*
9. *agriculture*	[g] = *<g>*, [k] = *<c>*
10. *intelligence*	[l] = *<ll>*, [j] = *<g>*, [s] = *<c>*

6.19 Lesson Forty-three

Bound Bases and Bound Stems

1. You know that a base that can stand free as a word is called a **free base**. If we remove the prefix *re-* from the word *recharge,* we are left with *charge,* which is a free base.

You also know that a stem that can stand free as a word is called a **free stem**. If we remove the prefix *re-* from the word *recharged*, we are left with *charged*, which is a free stem. *Charged* is a free stem that contains the free base *charge* plus the suffix *-ed.*

A base that cannot stand free as a word is called a **bound base**. A bound base has to have a prefix or a suffix or another base added to it to make it into a word. If we remove the prefix *re-* from the word *reject*, we are left with *ject*, which is a bound base because it cannot stand free as a word. You can reject something, but you can't just 'ject' it.

A stem that cannot stand free as a word is called a **bound stem**. If we remove the prefix *re-* from the word *rejection*, we are left with *jection*, which is a bound stem that contains the bound base *ject* and the suffix *-ion*.

2. A base that can stand free as a word is called a _____.

A base that cannot stand free as a word is called a _____.

A stem that is also a word is called a _____.

A stem that is not a word is called a _____.

3. In the word *respect* the prefix is *re-*. What is the base? _____. Is this a bound base or a free base? _____. Underline this base in the following words:

            prospect   spectator   inspector   spectacles

4. In the word *introduce* the prefix is *intro-*. What is the base? _____. Is the base bound or free? _____. Underline this base in the following words:

            introduce   produce   deduce   reduce   induce

5. In the word *interception, -ion* is a suffix. If you take that suffix away, what stem do you have left? _____. Is it a bound or a free stem? _____.

Now if you take the prefix *inter-* away from *intercept*, what is the base that is left? _____. Is this base bound or free? _____.

Underline this base in the following words.

       deceptive   percepts   accepted   excepting   reception   concepts

6. In the word *promote* the prefix is *pro-*. What is the base? _____.

Underline this base in the following words. In some of the words the base ends with the letter <e>. In some the <e>has been deleted. We won't worry for now about the <e>deletion: Just underline as much of the base as you can see in the word:

| remote | motor | promote | demote | motion |

7. Each of the following words contains a prefix, a bound base, and a suffix. Analyze each word into its prefix, bound base, and suffix. This time, show any final <e>deletions:

TABLE 6.23:

Word	= Prefix	+ Bound Base	+ Suffix
prospecting	=	+	+
producer	=	+	+
deception	=	+	+
acceptable	=	+	+
remotest	=	+	+
inspected	=	+	+
introducing	=	+	+
conception	=	+	+
promotion	=	+	+
exception	=	+	+
reduces	=	+	+
intercepted	=	+	+
demoted	=	+	+
receptive	=	+	+

☞ !!! ☜

Word Builder. In Word Builder you are given some elements—in this case, prefixes, bound bases, and suffixes. Your job is to combine them to form words. In the tables we will give you formulas that will show you what kind of elements each word is to contain and how many letters each word will have. Some of the words you build will involve final <e>deletion, which you do not have to show in this activity; just write out the word. Here are the elements you have with which to work. You can use each element more than once:

Prefixes: *in-, re-*

Bound Bases: *cept, duce, spect, mote*

Suffixes: *-ed, -ion*

Here is an example of a table filled out. Notice that because of final <e>deletion *duce* appears in the table as *duc:*

Prefix		Bound Base			Suffix	
r	*e*	*d*	*u*	*c*	*e*	*d*
reduced						

Now try these:

Prefix		Bound Base					Suffix	

Prefix		Bound Base					Suffix	

Prefix		Bound Base		

Bound Base			Suffix		

6.20 Lesson Forty-four

More About Bound Stems

1. In many words, when you take away the prefix, you have a bound stem left. Knowing that can make it easier to recognize prefixes like *dis-* and *re-*.

2. For instance, all of the following words contain either *re-* or *dis-*, plus a bound stem that consists of just a bound base and nothing else. Analyze each one into its prefix and bound stem:

TABLE 6.24:

Word	= Prefix	+ Bound Stem
require	=	+
accept	=	+
promote	=	+
disgust	=	+
recess	=	+
dispute	=	+

3. Many words contain a prefix plus a bound stem that includes more than the base. Take the prefix away from each of the following words and see the bound stem that is left over:

TABLE 6.25:

Word	= Prefix	+ Bound Stem
deducing	= *de*	+ *ducing*
inspector	=	+
perceptive	=	+
demoted	=	+
induced	=	+
prospector	=	+
disputing	=	+
promotes	=	+
requires	=	+
receptor	=	+

4. True or false:

    a. A stem is the part of the word that is left when you take away a prefix or suffix. _____
    b. A free stem can stand free as a word. _____
    c. A bound stem cannot stand free as a word. _____
    d. Some stems contain a base plus one or more prefixes or suffixes. _____
    e. Some stems contain only a base. _____

☞ !!! ☜

Watch the Middles!

introduce	
PREFIX	BASE
intro	
	duce

produce	
PREFIX	BASE
pro	
	duce

prospector		
PREFIX	BASE	SUFFIX
pro		
	spect	
		or

inspecting		
PREFIX	BASE	SUFFIX
in		
	spect	
		ing

6.21 Lesson Forty-five

Twinning in Longer Words

1. **Twinning Rule**: Except for the letter <x>, you twin the final _____ of a word that has one vowel sound and ends _____ when you add a suffix that starts with a _____ .

That Twinning Rule is a very good one — but it only works for words that have just one vowel sound. We have to add to it to make it work for twinning in longer words.

2. Some of the following words have one vowel sound; some have two. Remember that we are not talking about letters here; we are talking about sounds. Many times you will see two or three vowel letters but hear only one vowel sound. For instance, the word *mailed* has three vowel letters in it, $<a>$, $<i>$, and <e>— but it has only one vowel sound, [ā]: [māld].

twig	nerve	conceal	perched
forbid	practice	youth	assist
retain	retreat	gleam	sued
park	bunch	major	submit

Sort the words into the two groups:

TABLE 6.26: Words with . . .

one vowel sound	two vowel sounds

3. Each of the words below consists of a free stem plus a suffix. Sometimes when the suffix was added, the final consonant of the stem was twinned; sometimes it was not. Your first job is to analyze each word into its free stem and suffix, showing any twinning that has taken place:

TABLE 6.27:

Word	= Free Stem	+ Suffix
forbidding	= *forbid + d*	+ *ing*
assisted	=	+
committed	=	+
revolting	=	+
concealed	=	+
submitting	=	+
disgusted	=	+
retainer	=	+
regretting	=	+
retreated	=	+
referring	=	+
unsnapped	=	+

4. Now sort the free stems that you found in your analysis into these two groups:

TABLE 6.28: Free stems in which twinning . . .

occurred	did not occur

☞ !!! ☜

Word Venn. Into Circle A put only words that end CVC. Into Circle B put only words that contain two vowel sounds:

assist	gleam	park	retreat
bunch	gyp	practice	submit
conceal	major	rag	retain
forbid	nerve	retain	youth
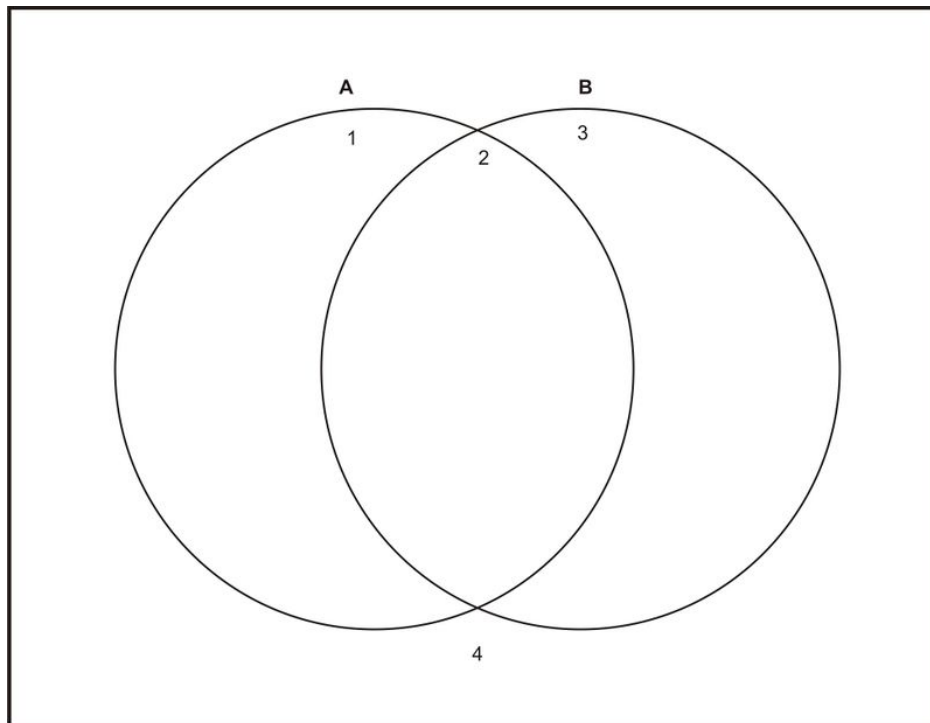
6.22 Lesson Forty-six

More About Twinning in Longer Words

1. Here are the two sets of free stems that you found in the last lesson. Mark the last three letters of each stem, 'v' for vowels, 'c' for consonants, as we have done with *forbid:*

Free stems in which. . .			
twinning occurred:		**twinning did not occur:**	
forbid *cvc*	regret	assist	disgust
commit	refer	revolt	retain
submit	untap	conceal	retreat

Sort the twelve stems into this matrix:

Free stems that . . .		
	end in CVC	**do not end in CVC**
Stems in which twinning occurred		
Stems in which twinning did not occur		

2. How many vowel sounds were there in each of the twelve stems? _____. Did the stems in which twinning occurred end in CVC? _____

3. You twin the final consonant of a free stem that has two vowel sounds only when the free stem ends _____.

4. Each of the words below contains a free stem and a suffix. Sometimes the final consonant of the stem was twinned when the suffix was added; sometimes it was not. Each of the free stems contains two vowel sounds. Analyze each word into its free stem and suffix, showing any twinning that has taken place:

TABLE 6.29:

Word	= Free Stem	+ Suffix
submitter	=	+
equipment	=	+
forbids	=	+
equipped	=	+
zigzagged	=	+
commits	=	+

5. Sort the six words into these two groups. Notice that we are working here with the whole original word from the left column, not just with the free stems:

TABLE 6.30: Words in which . . .

twinning occurred	twinning did not occur

6. In the words in which twinning occurred, did the suffix start with a vowel or did it start with a consonant? _____.

7. You twin the final consonant of a word with two vowel sounds when the word ends _____ and you add a suffix that starts with a _____.

6.23 Lesson Forty-seven

Strong Stress and the Twinning Rule

1. You twin the final consonant of a word with two vowel sounds only when you add a suffix that starts with a _____ and the word ends _____.

2. Analyze each of the following words into its free stem and suffix. Sometimes when the suffix was added, the final consonant of the free stem was twinned; sometimes it was not. Show any twinning that did occur:

TABLE 6.31:

Word	= Free Stem	+ Suffix
murderer	=	+
forbidden	=	+
centered	=	+
committed	=	+
softener	=	+
softener	=	+
regretted	=	+

3. Now sort the stems into these two groups. Notice here that we are not listing the whole original word, just its free stem:

TABLE 6.32: Free stems in which . . .

twinning did occur	twinning did not occur

4. Now in the list above mark the strong stress in each of the six stems. For instance, you would mark *forbid* this way: *forbíd*.

5. Fill in the blanks with either *first* or *last*: The stems in which twinning occurred have strong stress on the _____ vowel sound. The stems in which twinning did not occur have strong stress on the _____ vowel sound.

6. You twin the final consonant of a word that has two vowel sounds whenever you add a suffix that starts with a _____ and the word ends _____ and has strong stress on the vowel.

☞ !!! ☜

Word Flow. In this Flow you can only go through a box with rounded corners if the word you are making follows the rule stated in that box:

refer	equip	commit	assist	soften

-ed	-ing	-s

Only with twinning

Not with twinning
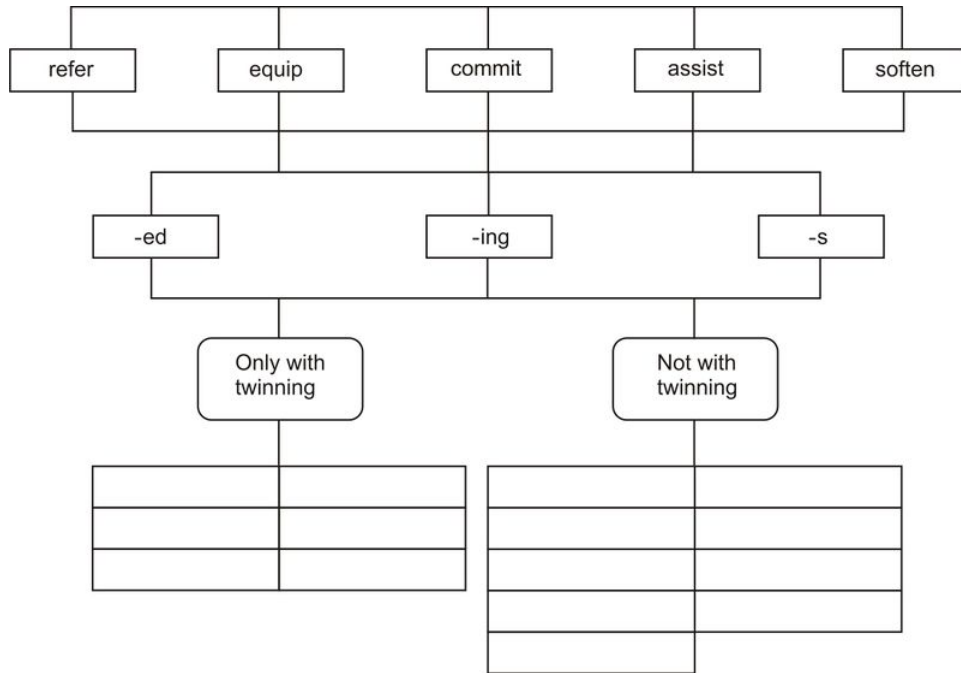
6.24 Lesson Forty-eight

Test Six

TABLE 6.33:

Words	Fill in the blanks
1.	Prefix + Bound Stem + Suffix = _____
2.	Prefix + Bound Stem + Suffix = _____
3.	Free Stem + Suffix = _____
4.	Prefix + Bound Stem + Suffix = _____
5.	Free Stem + Suffix = _____
6.	Prefix + Bound Stem + Suffix = _____
7.	Prefix + Bound Stem + Suffix = _____
8.	Free Stem + Suffix = _____
9.	Free Stem + Suffix = _____
10.	Free Stem + Suffix = _____

TABLE 6.34: Answers to Test six

Words	Fill in the blanks
1. *disgusted*	Prefix + Bound Stem + Suffix = *dis + gust + ed*
2. *refers*	Prefix + Bound Stem + Suffix = *re + fer + s*
3. *forbidden*	Free Stem + Suffix = *forbid + d + en*
4. *exception*	Prefix + Bound Stem + Suffix = *ex + cept + ion*
5. *assisting*	Free Stem + Suffix = *assist + ing*
6. *introduces*	Prefix + Bound Stem + Suffix = *intro + duce + s*
7. *submitted*	Prefix + Bound Stem + Suffix = *sub + mit + t + ed*
8. *softener*	Free Stem + Suffix = *soften + er*
9. *committed*	Free Stem + Suffix = *commit + t + ed*
10. *equipping*	Free Stem + Suffix = *equip + p + ing*

CHAPTER 7   Student 04-Lesson 1-24

Chapter Outline

7.1 Lesson One

A Final Point About Twinning in Longer Words

1. You twin the final consonant of a free stem that has two vowel sounds only when four conditions are met:

i. The stem ends with a single consonant letter that is not _____

ii. The stem ends with the pattern _____

iii. The suffix starts with a _____

iv. The stem has strong stress on the _____ vowel sound.

The strong stress must be on the final vowel of the stem before you add the suffix, and it must stay on that vowel when the suffix is added. If the stress is not on the final vowel of the stem both before and after the suffix is added, we do not twin the final consonant.

Sometimes the stress is where it should be after the suffix has been added, but it was not there before the suffix was added. For instance, *symbolic* has stress on the <o>. But in the stem *symbol* the stress is on the <y>. So the final <l>is not twinned in *symbolic*.

Sometimes the stress is where it should be at first, but when the suffix is added, the stress moves. For instance, *prefer* has stress on the final vowel, but if we add the suffix -*ence*, we make the word *preference*, which has stress on the first vowel. So the final <r>is not twinned in *preference*.

Notice, though, that if we add a suffix like -*ed* to the stem *prefer*, we make *preferred*, in which the stress stays on the final vowel of the stem, so the final <r>is twinned.

2. In the table below when you are given a word, analyze it into its free stem plus suffix. Show any twinning that takes place. When you are given the analysis, write the word in the Word column.

TABLE 7.1:

Word	Analysis: Free Stem + Suffix
preference	
attaching	
permitted	
	labor + ious
murmuring	
forbidden	
	refer + ee
avoided	
	equip + ment
preferring	
poisonous	
whispering	
regretted	
	angel + ic
enjoyed	
relaxing	

TABLE 7.1: (continued)

Word	Analysis: Free Stem + Suffix
	outtalk + ed
forgotten	
dreaded	
	allow + ance

3. In fifteen of the words above, twinning did not take place when the suffix was added to the stem. In each case it was because one of the four conditions was not met. Write the fifteen words into the Word column in the table below. Then put a check in the column that gives the reason twinning did not take place in that word:

TABLE 7.2:

Word	The stem ends with the wrong letter	The stem doesn't end CVC	The stress is in the wrong place	The suffix starts with the wrong letter
preference			✓	

7.2 Lesson Two

Review of Long and Short Vowel Patterns

1. In each of the following words one of the vowels is marked `[U+0080][U+0098]`v'. You are to mark the two letters after that vowel either `[U+0080][U+0098]`v' or `[U+0080][U+0098]`c'. If you get to the end of the word before you have marked two more letters, use the tic-tac-toe sign to mark the end of the word. Any cases of VV# should be marked Ve#, as we have done with *agree*. In words that end VC#, mark the letter in front of the `[U+0080][U+0098]`v' either `[U+0080][U+0098]`v' or `[U+0080][U+0098]`c':

agree	subdue	extreme	forgot	stubborn
v*e*#	v	v	v	v
chapter	broken	hug	equip	canoe
v	v	v	v	v
dispute	race	combat	whisper	aspirin
v	v	v	v	v
evening	vacation	tiptoe	permit	symptom
v	v	v	v	v

2. Now sort the words into this matrix. This matrix has eight squares rather than the regular four, but don't let that bother you. It works just like the smaller ones:

Words with . . .	VCC:	CVC#:	VCV:	Ve#:
Words with short first vowels in the pattern:				
Words with long first vowels in the pattern:				

3. In the patterns _____ and _____ the vowel will usually be short, and in the patterns _____-_____ and _____ the first vowel will usually be long.

☞ !!! ☜

Word Squares. Fit these ten words into the Squares. To help you, we have marked the VCV, VCC, VC#, and Ve# strings in each of the ten words:

agree   dispute   correct   success   submit

assistant   evening   striking   continue   die
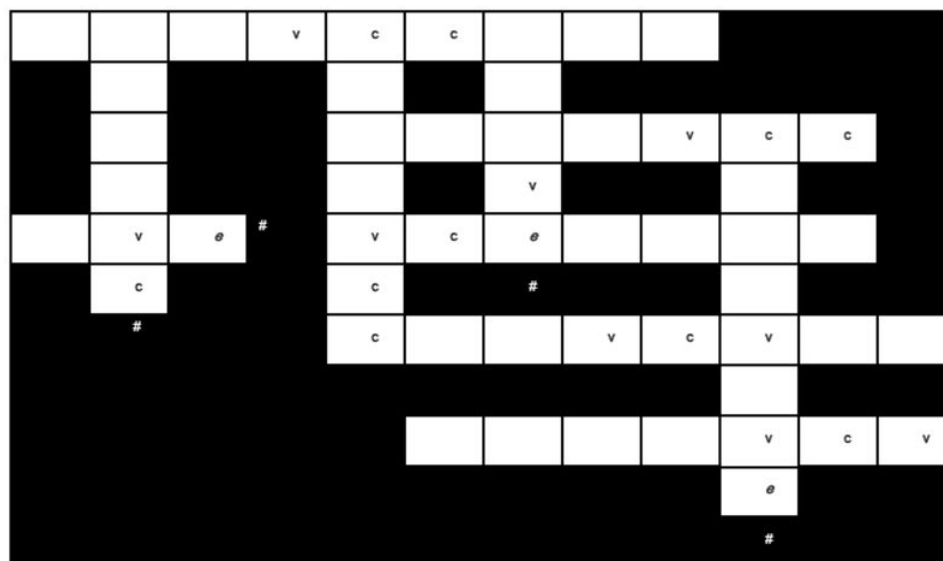
7.3 Lesson Three

The Suffix -

1. Earlier you saw that the suffix *-er* changes verbs into nouns with the meaning "one that does":

$$\underset{\text{verb}}{\text{teach}} + \text{er} = \underset{\text{noun}}{\text{teacher}} \text{ ("one who teaches")}$$

$$\underset{\text{verb}}{\text{burn}} + \text{er} = \underset{\text{noun}}{\text{burner}} \text{ ("one that burns")}$$

The suffix *-ist* changes nouns, verbs, and adjectives into nouns, with the meaning "one that works with, is connected with, or believes in" the thing referred to in the stem:

$$\underset{\text{noun}}{\text{harp}} + \text{ist} = \underset{\text{noun}}{\text{harpist}} \text{ ("one who plays a harp")}$$

$$\underset{\text{verb}}{\text{reform}} + \text{ist} = \underset{\text{noun}}{\text{reformist}} \text{ ("one who believes that things should be reformed")}$$

$$\underset{\text{adjective}}{\text{pure}} + \text{ist} = \underset{\text{noun}}{\text{purist}} \text{ ("one who believes that things should be pure")}$$

2. Analyze each of the following nouns into its free stem and suffix:

TABLE 7.3:

Noun	= Free Stem	+ Suffix
harpist	=	+
artist	=	+
orchardist	=	+
tourist	=	+
humorist	=	+
projectionist	=	+
arsonist	=	+
cartoonist	=	+
conformist	=	+
environmentalist	=	+

3. Add each of the stems and suffixes below to make nouns:

TABLE 7.4:

Stem	+ Suffix	= Noun
harp	+ ist	=
real	+ ist	=
vacation	+ ist	=

TABLE 7.4: (continued)

Stem	+ Suffix	= Noun
final	+ ist	=
illusion	+ ist	=
journal	+ ist	=
motor	+ ist	=
race	+ ist	=
special	+ ist	=
vocal	+ ist	=

4. The suffix *-ist* adds the meaning _____

_____

5. Analyze each of the following nouns into its free stem and suffix. Show any changes:

TABLE 7.5:

Noun	= Free Stem	+ Suffix
druggist	=	+
bicyclist	=	+
extremist	=	+
typist	=	+
environmentalist	=	+
projectionist	=	+
specialist	=	+
receptionist	=	+

7.4 Lesson Four

The Suffixes -

1. The suffix *-ist* is often used to make nouns by adding it to stems ending with the suffixes *-al* or *-ic*. Analyze each of the following words into its stem and two suffixes. Suffix #1 will always be either *-al* or *-ic*. All of the words go together by simple addition:

TABLE 7.6:

Word	= Stem	+ Suffix#1	Suffix#2
capitalist	= *capit*	+ *al*	+ *ist*
classicist	=	+	+
vocalist	=	+	+
socialist	=	+	+
physicist	=	+	+
journalist	=	+	+
publicist	=	+	+
environmentalist	=	+	+
nationalist	=	+	+
realist	=	+	+

2. The suffixes *-ist*, *-ic*, and *-al* combine in many different ways. Combine the stems and suffixes you are given below to make new words:

TABLE 7.7:

Stem	+ suffixes	= Word
capit	+ al + ist + ic + al + ly	= *capitalistically*
journ	+ al + ist + ic + al + ly	=
character	+ ist + ic + al + ly	=
agriculture	+ al + ist	=
colony	+ al + ist	=
fate	+ al + ist + ic + al + ly	=
nature	+ al + ist	=
re	+ al + ist + ic	=
nation	+ al + ist + ic + al + ly	=
mechan	+ ic + al	=
muse	+ ic + al + ly	=

3. The suffix *-ist* can make nouns with the meaning "one that works with or is connected with." The suffix *-est* adds the meaning "most" to short adjectives and adverbs - as in *calmest*, which means "most calm."

Since both suffixes sound like [ist] or [st], they can be easily confused when you are trying to spell them. You have to remember not just how they sound, but also what they mean.

REMEMBER

Words that end with the suffix - *ist* **always contain the meaning "one that works with or is connected with."**

Words that end with the suffix - *est* **always contain the meaning "most."**

5. Below you are given some definitions. Your job is to spell the words that are being defined. Watch especially for *-ist* and *-est*.

TABLE 7.8:

Definition	Word
A person who writes novels	
Most stubborn	
One who is on a tour	
Most real	
One who is on vacation	
One who sells drugs	
Most cloudy	
Most nice	
One who believes in realism	
One who raises an orchard	
Most pure	
One who believes that things should be pure	
One who rides a bicycle	
Most mean	
One who plays the violin	

7.5 Lesson Five

The Suffix -

1. The suffix *-ize* turns stems into verbs. The suffix *-ize* is related to *-ist* in a special way:

TABLE 7.9:

Noun or Adjective	Noun	Verb
capital	capitalist	capitalize
vocal	vocalist	vocalize
ideal	idealist	idealize

Many stems that add *-ist* to make a noun also add *-ize* to make a verb.

2. Analyze each of the following words into its shortest free stem plus suffix or suffixes. Show any changes.

TABLE 7.10:

Word	= Free Stem	+ Suffix or Suffixes
rationalized	= *ration*	+ *al* + *izé* + *ed*
rationalists	=	+
vaporizer	=	+
criticizing	=	+
capitalists	=	+
capitalize	=	+
naturalized	=	+
naturalists	=	+
itemizing	=	+
realizing	=	+
realist	=	+
characterizes	=	+
civilized	=	+
victimize	=	+
formalized	=	+
specialize	=	+

3. **Proofreading Quiz**. The nine words in bold type in the following two paragraphs are misspelled. Find the mistakes and write in the correct spelling of each one:

a. The words *gyp*, *gypsy*, and *Egypt* are all related to one another **historicaly**. The word *Egypt* came first. It is a very old word that goes back to ancient Egyptian times. Then, five **hunderd** years ago when a lot of dark- **skined** people moved into Europe from Asia, many thought them to be from **Egyp**, so they were called *gypsies*. Then because many thought that gypsies often cheated people, their name was shortened to stand for a certain kind of cheat: a gyp. Many people thought that gypsies **gyped** people.

b. The Greeks believed that there were nine goddesses who were in charge of the arts. These nine **artistick godesses**

were called muses. If you add the suffix *-ic* to the word *muse*, you get *music*: *musé + ic = music*. Music is the art of the muses. The same base *muse* is also in the word *museum*: *musé + eum =museum*. A museum was a place for the muses. So when you attend **musicall** concert or look at an exhibit in an art museum, you can thank the nine **Greke** muses.

7.6 Lesson Six

The Diphthong

The Diphthong [oủ]

1. A **diphthong** runs together two vowel sounds. In the diphthong [oủ] the two sounds are [o] and [ủ]. When we run the two together, we say something that sounds like "ow," as in *cow* and *cloud* and *crown*. The word *diphthong* is pronounced [díf-thong]. It combines two Greek elements: *di-*, which means "two," and *phthong*, which means "sound."

2. In the words below underline the letters that spell the diphthong [oủ]:

account	ground	round	thousand
powerful	amount	cloudy	vowel
mouth	downtown	crowded	mountain
flower	however	doubt	allowance

3. Now sort these sixteen words into these two groups:

Words in which [oủ] is spelled . . .

<ou>		<ow>	

☞ !!! ☜

Word Squamble. A Squamble combines a Word Squares with a Word Scramble. Unscramble the sixteen scrambled words below. Then fit them into the rows and columns of the Squares. The number of the scrambled word is the same as the number of the row or column it fits into in the Squares. As you unscramble each word, fit it into the Squares, and that will give you clues about how to unscramble other words. Two other clues: All of the words contain the sound [oủ], and in the Squares we have written in the letters that spell the [oủ] sound.

Columns: ▼

1. redugȯnd = _____

2. dworced = _____

5. cutcoan = _____

7. shadnuto = _____

8. walldoe = _____

9. herevow = _____

10. outinman = _____

11. dranou = _____

Rows: ►

3. rewolf = _____

4. rudon = _____

6. coylud = _____

10. humotluf = _____

11. manout = _____

12. prewo = _____

13. dobudet = _____

14. swond = _____

7.7 Lesson Seven

The Diphthong [oi]

1. You can hear the diphthong [oi] in *spoil* and *joy*. It sounds like a short <o>run together with a short < i >. The sound [oi] is spelled either <oi>or <oy>. Underline the letters that spell [oi] in each of the following words:

enjoy	moisten	toilet	soiled
joys	pointed	royal	loyalty
oil	boil	voyage	poison
toying	coin	voice	destroy

2. Sort the sixteen words into these two groups:

Words in which [oi] is spelled . . .

Words in which [oi] is spelled . . .

<oi>		<oy>	

3. Here are some words that contain the diphthong [oi]. They have been analyzed into their elements. Look at each carefully and notice whether the [oi] sound is at the front, in the middle, or at the end of its element:

en + joy + ment	join + ing	toil + et	ap + point + ment
joy + ful + ly	choice + s	roy + al	de + stroy + er
boil	oil + y	voy + age	spoil + ed
boy + 's	coin	point + less	a + void
un + soil + ed	voice + less + ly	loy + al + ty	poison

4. Now sort the twenty words into the matrix, as we have done with *enjoyment*.

Words with [oi] . . .

	at the end of the element	not at the end of the element
Words with [oi] spelled \<oy>	*enjoyment*	
Words with [oi] spelled \<oi>		

5. **How Do You Spell [oi]?** When the sound [oi] comes at the very end of an element, it is spelled _____;
everywhere else it is spelled _____.

☞ !!! ☜

Word Venn. In circle A put only words that contain the sound [oừ]. In circle B put only words that contain the
sound [oi]. In circle C put only words that contain the sound [z]:

amounts	voices	toilets
outpointed	allowance	houseboy
appointments	specialize	coins
cowboys	bicyclist	journals
vowels	purest	thousands

7.8 Lesson Eight

Test One

TABLE 7.11:

Words	Analysis
1.	[oủ] = _____, [z] = ____
2.	[oi] = _____, [s] = _____
3.	[u] = _____, [g] = _____ Free stem + suffix = _____-__
4.	[oi] = _____, [l] = _____
5.	[s] = _____ Free stem + suffix = _____
6.	[ou] = _____, [] = _____ [z] = _____
7.	[ī] = _____, Free stem + suffix = _____
8.	[ur] = _____, Free stem + suffix = _____
9.	Free stem + suffix = _____
10.	Free stem + suffix #1 + suffix #2 = _____

TABLE 7.12: Answers to Test One

Words	Analysis
1. *vowels*	[oủ] = *<ow>*, [z] = *< s >*
2. *voiced*	[oi] = *<oi>*, [s] = *<c>*
3. *druggist*	[u] = *< u >*, [g] = *<gg>* Free stem + suffix = *drug + g + ist*
4. *toilet*	[oi] = *<oi>*, [l] = *<l>*
5. *purest*	[s] = *< s >* Free stem + suffix = *purе̸ + est*
6. *thousands*	[ou] = *<ou>*, [] = *< a >* [z] = *< s >*
7. *bicyclist*	[ī] = *< i >*, Free stem + suffix = *bicyclе̸+ ist*
8. *journalist*	[ur] = *<our>* Free stem + suffix = *journal + ist*
9. *purist*	Free stem + suffix = *purе̸+ ist*
10. *specialized*	Free stem + suffix #1 + suffix #2 = *special + izе̸+ ed*

7.9 Lesson Nine

Review of [] and [u]

1. In the following words, underline the letters that spell schwa, []. Double underline the letters that spell short < u >, [u]. Then sort the sixteen words into the matrix:

adjust	summon	produce	toughen
loyalty	joyfully	account	royal
poison	thousand	spoiled	allowed
downtown	tongue	mountain	clubhouse

2. Sort the words into this matrix:

	Words with . . .	
	[ə]:	**no [ə]:**
Words with [u]:		
Words with no [u]:		

2. Three ways to spell [u] are _____, _____, and _____.

3. List all the different ways you found in the sixteen words to spell schwa: _____

_____

☞ !!! ☜

Word Squambles. This Squambles is made up of words that contain the sound [oi]. We've given you a bit of a start. Unscramble the easy words first and enter them into the squares. That will give you some clues to help you with the harder ones. As you enter each word into the squares, check it off the list:

Rows		Columns	
3. yilo ✓	*oily*	1. yoingt	
4. nico		2. slycoilvese	
7. noyjeed		5. eeiolnnpsssst	
9. stinjo		6. plingios	
10. aloly		7. entoymenj	
11. fuylyjol		8. toysalir	
12. hecoic		11. noijnig	
13. noislig		14. ovaid	
14. paintmopent		15. silo	
15. loci			
17. noisdule			
18. reredtoys			
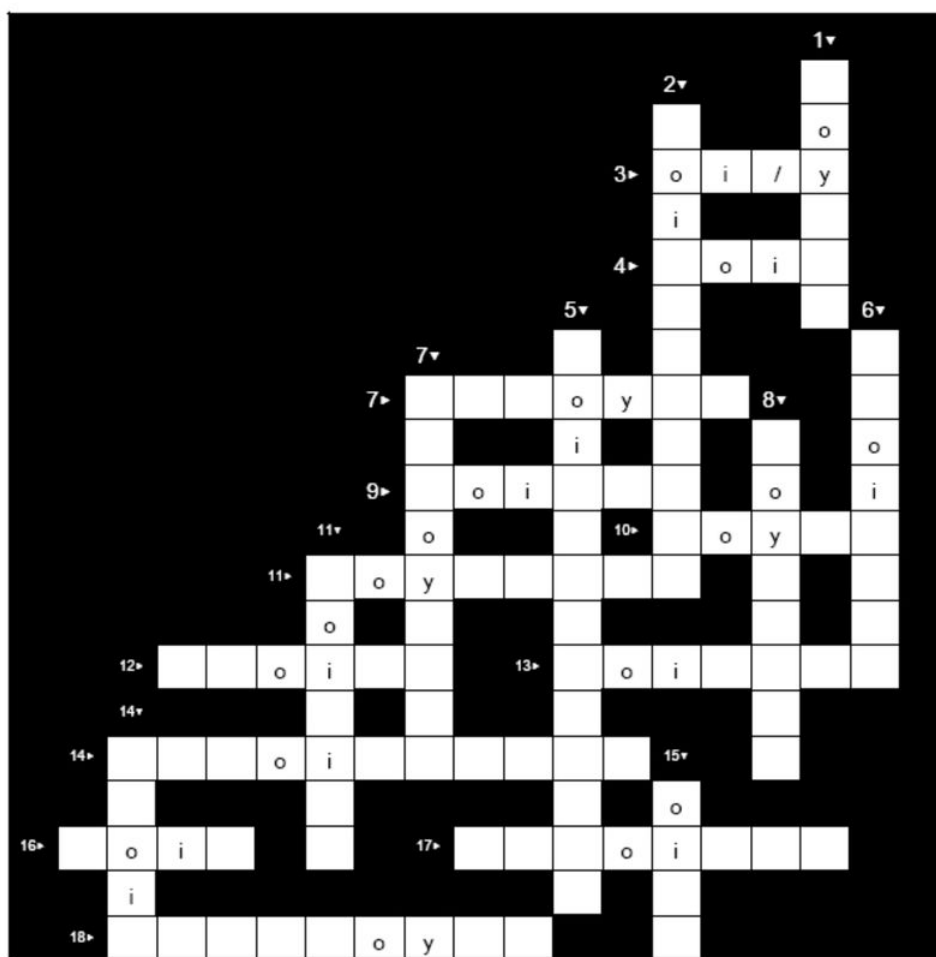
7.10 Lesson Ten

Review of Vowel Sounds

1. Sort these thirty-two words into the eight groups below. Remember that [ur] has strong stress, and [r] does not. Remember, too, that if a word has just one vowel sound, that vowel has a strong stress.

love	produce	voice	druggist
wood	woolen	musically	include
early	canoe	journalist	argue
humorist	lose	poison	worse
statue	thousand	choose	mountain
voyager	former	labor	should
allowed	continue	serve	worship
occurred	reserve	prove	tourist

Words that contain . . .			
[ur]:		[ər]:	

Words that contain . . .		
[ū]	[yū]	[ù]

Words that contain . . .		
[u]:	[oi]:	[où]:

2. Fill in the blanks:

TABLE 7.13:

Name of the sound:	Written symbol of the sound:	Word that contains the sound:
		just
	[u̇]	
Long <oo>		
		cute
	[]	

☞ !!! ☜

Watch the Middles!

journalist		
journ		
	al	
		ist

allowed		
al		
	low	
		ed

7.11 Lesson Eleven

The Prefix

1. Many of our words come from Latin, the language spoken by the ancient Romans. Many of these old Latin words contain a prefix that was at first spelled <ad>and meant "to, toward."

In some words the [d] in the prefix *ad-* has changed to a different sound, and the <d>has been replaced by a different letter.

We can divide *adventure* into its prefix and stem like this: *ad + venture*.

And we could divide *appoint* into its prefix and stem like this: *ap + point*. But the <ap>in *appoint* is really a changed form of the prefix *ad-*. The <d>has been replaced with a $< p >$: *ad̸ + p + point*.

The <d>in *ad-* is deleted, and a $< p >$ is put in its place.

In *adventure*, we add the prefix and the stem together by simple addition. But in the word *appoint* we replace the <d>in the prefix with a $< p >$.

2. Each of the following words begins with some form of the prefix *ad-*. Sometimes the <d>has stayed <d>. Sometimes it has been replaced by another letter. Analyze each word into its prefix and its stem the way we did with *adventure* and *appoint*. If the <d>has been replaced with a different letter, show that change in your analysis.

TABLE 7.14:

Words	= Prefix	+ Stem
adventure	= *ad*	+ *venture*
appoint	= *ad̸ + p*	+ *point*
approve	=	+
adverb	=	+
apply	=	+
acclaim	=	+
adjust	=	+
account	=	+
attack	=	+
advantage	=	+
allow	=	+
advertise	=	+
assist	=	+
attend	=	+

3. Now sort the words in the Words column into these two groups:

Words in which the <d> in *ad-* . . . .

stayed <d>:	was replaced with a different letter:	

☞ !!! ☜

Word Venn. In circle A put only words that contain some form of the prefix *ad-*. In circle B put only words that contain the prefix *re-*. In circle C put only words that contain the prefix *un-*.

appoint	readjust	unapproved
unreceptive	unreassuring	unclaimed
unjust	unassisted	unregretted
realize	reclaimed	universe
acclaimed	readmitted	receiving
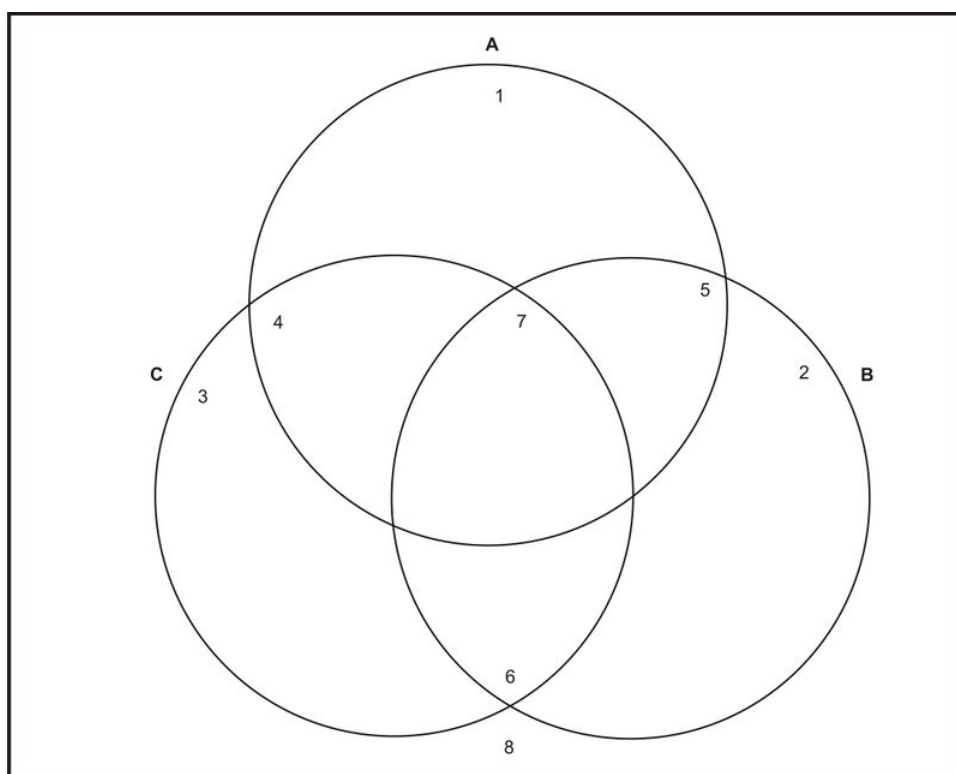
7.12 Lesson Twelve

Sometimes

1. Here are twelve words in which the <d>in *ad-* changes to a different letter:

attend	apply	accoun*t*	arrange
approve	acclaim	attach	assist
arrest	allegiance	allowance	assembly

Sort the twelve words into these six groups:

TABLE 7.15: Words in which the <d>is replaced with a . . . .

<c>	<l>	< p >	<r>	< s >	<t>

2. The <d>in these twelve words is replaced with another letter because of **assimilation**. When things **assimilate**, they get more similar.

Assimilation is a good name for this for two reasons. For one thing, it contains the prefix *ad-* with the <d>assimilated to an < s >: *assimilation = ad + s + similation*. So the word *assimilation* contains an example of itself!

For another thing, the base *simil* in *assimilation* is the same base that is in the word *similar*. The base *simil* means "like." And that is what assimilation is all about: Sounds or letters assimilate when they change to be more like other sounds or letters.

Sounds change to be more like one another in order to make the word easier to say. We could say things like *adsist or *adcount, but it is easier if the sounds spelled by the <d>change to be like the sound right after them. When the sound changes, we often change the spelling, too. So instead of *adsist, we have *assist*. Instead of *adcount we have *account*. And we say that the sounds and the spellings have assimilated.

7.13 Lesson Thirteen

More Words With

1. Each of the following words starts with some form of the prefix *ad-*. Analyze each one into its prefix and stem. If the <d>has assimilated to a different letter, show the assimilation in your analysis, the way you did before.

TABLE 7.16:

Word	= Prefix	+ Stem
assign	= *ad̸ + s*	+ *sign*
allow	=	+
address	=	+
affect	=	+
assort	=	+
adjective	=	+
allegiance	=	+
admire	=	+
accompany	=	+
appearance	=	+
adopt	=	+
arrive	=	+
attempt	=	+
advice	=	+
attention	=	+
accident	=	+
announce	=	+
appliance	=	+
adventure	=	+
appoint	=	+
assure	=	+
advise	=	+

2. Sort the words in the Word column into these two groups:

Words in which the \<d\> . . .

stayed \<d\>:	assimilated to a different letter:	

3. Now sort the words in which the \<d\>assimilated into these groups:

Words in which the \<d\> assimilated to . . .

\<c\>	\<f\>	\<l\>

Words in which the \<d\> assimilated to . . .

\<n\>	\<p\>	\<r\>

Words in which the \<d\> assimilated to . . .

\<s\>	\<t\>

7.14 Lesson Fourteen

Review of Assimilation and the Prefix

1. Combine the prefixes, stems, and suffixes below. Show any assimilation or other changes that take place:

TABLE 7.17:

Prefix	+ Stem	+ Suffix	Word
a*d* + *f*	+ fect	+ ion	= *affection*
ad	+ company	+ es	=
ad	+ nounce	+ er	=
ad	+ mire	+ ing	=
ad	+ ford	+ able	=
ad	+ sort	+ ment	=
ad	+ venture	+ er	=
ad	+ point	+ ment	=
ad	+ sure	+ ed	=
ad	+ low	+ ance	=
ad	+ low	+ ance	=
ad	+ dress	+ es	=
ad	+ sign	+ ed	=
ad	+ rive	+ al	=
ad	+ cident	+ al	=
ad	+ pliance	+ es	=
ad	+ ply	+ ance	=
ad	+ tempt	+ ing	=
ad	+ opt	+ ion	=
ad	+ ject	+ ive	=
ad	+ pear	+ ance	=
ad	+ tention		=
ad	+ vice		=
ad	+ legiance		=
ad	+ fect		=

☞ !!! ☜

Word Bowl. In a Word Bowl the ten circles represent ten bowling pins. Your job is to spell words from the letters on the pins. You can spell more than two words but you can use each of the ten letters only one time. If you can spell one ten-letter word using all the letters on the pins, you have scored a strike, which gives you a total of twenty points, the highest possible score. If you can spell two words that use up all ten letters, you have scored a spare, which gives you a total of fifteen. If you don't get a strike or spare, you get one point for each letter of the word or words you spell, for up to nine points.
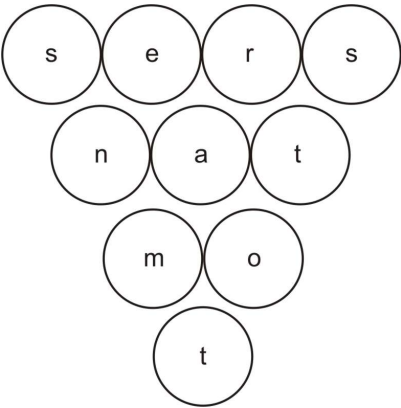
SCORECARD		
Words		**Points**
Strike:	(20 points)	
Spare:	(15 points)	
Other word or words:	(Up to 9 points)	

7.15 Lesson Fifteen

Test Two

TABLE 7.18:

Words	Fill in the blanks
1.	Prefix + stem = _____
2.	Prefix + bound stem + suffix = _____
3.	Prefix + bound stem = _____
4.	Prefix + free stem = _____
5.	Prefix + free stem + suffix = _____
6.	Prefix + bound stem + suffix = _____
7.	Prefix + free stem + suffix = _____
8.	Prefix + prefix + free stem + suffix = _____
9.	Prefix + prefix + free stem = _____
10.	Prefix + prefix + free stem + suffix = _____

TABLE 7.19: Answers to Test Two

Words	Fill in the blanks
1. *allowance*	Prefix + stem = _ad + l + lowance_
2. *adjective*	Prefix + bound stem + suffix = _ad + ject + ive_
3. *accident*	Prefix + bound stem = _ad + c + cident_
4. *adoption*	Prefix + free stem = _ad + option_
5. *addressed*	Prefix + free stem + suffix = _ad + dress + ed_
6. *announcer*	Prefix + bound stem + suffix = _ad + n + nounce + er_
7. *attempted*	Prefix + free stem + suffix = _ad + t + tempt + ed_
8. *reappointment*	Prefix + prefix + free stem + suffix = _re + ad + p + point + ment_
9. *misadventure*	Prefix + prefix + free stem = _mis + ad + venture_
10. *disapproval*	Prefix + prefix + free stem + suffix = _dis + ad + p + prove + al_

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7.16 Lesson Sixteen

Another Function of Silent Final <e>: Voiced <th>

1. So far you have worked with three functions of silent final <e>:

a. A final <e>can mark a preceding vowel as being _____ in the patterns V*e*# and *Vce*.

b. A final <e>can mark a <c>in front of it as being _____ so that the <c>is pronounced _____.

c. A final <e>can mark a <g>in front of it as being _____ so that the <g>is pronounced _____.

2. There is one other consonant whose sound final <e>can mark. Say these two sentences carefully, paying special attention to the last sound you hear in each underlined word:

I could not get my breath.

I could not breathe.

3. You should hear a difference between the final consonant sounds in the two words. The difference is called **voicing**. The <th>sound at the end of *breathe* is **voiced**. But the <th>sound at the end of *breath* is **unvoiced**.

In the front of people's throats you can see a lump that we sometimes call the "Adam's apple." That lump is actually the **voice box**, and it contains the **vocal cords**. When we pronounce voiced sounds, we make those vocal cords buzz. When we pronounce unvoiced sounds, we don't buzz them. That buzzing sound is what we call voicing.

4. The voiced <th>sound at the end of *breathe* is written [t̲h̲]. The voiceless <th>sound at the end of *breath* is written [th].

So the pronunciation of *breath* would be written [breth], and *breathe* would be written [brēt̲h̲].

5. Pronounce these words carefully. If you are unsure of any, ask for help or look them up in the dictionary. Underline the words that end with voiced [t̲h̲]. Then sort them into the matrix below:

cloth	bath	breath	teeth
clothe	bathe	breathe	teethe
with	wreath	booth	loath
tithe	wreathe	soothe	loathe

	Words whose final sound is . . .	
	voiced [th]:	voiceless [th]:
Words with a silent final <e>		
Words with no silent final <e>		

6. A silent final <e>marks a preceding vowel as _____, a preceding <c>or <g>as _____, and a preceding <th>as _____.
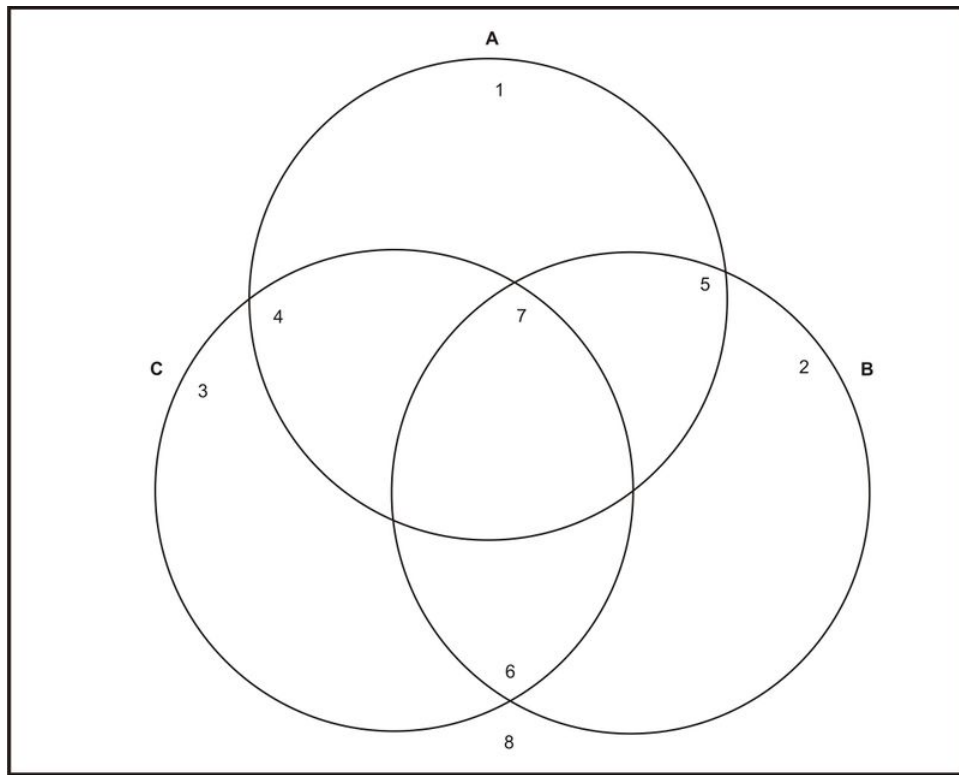
☞ !!! ☜

Word Venn. In circle A put only words that contain the sound [th]. In circle B put only words that end with a silent <e>. In circle C put only words that contain the sound [u]:

northern	unworthy	rhythm	mother
love	sunbathe	soothe	announce
breath	breathe	with	tongue
druggist	statue	adjust	unclothe
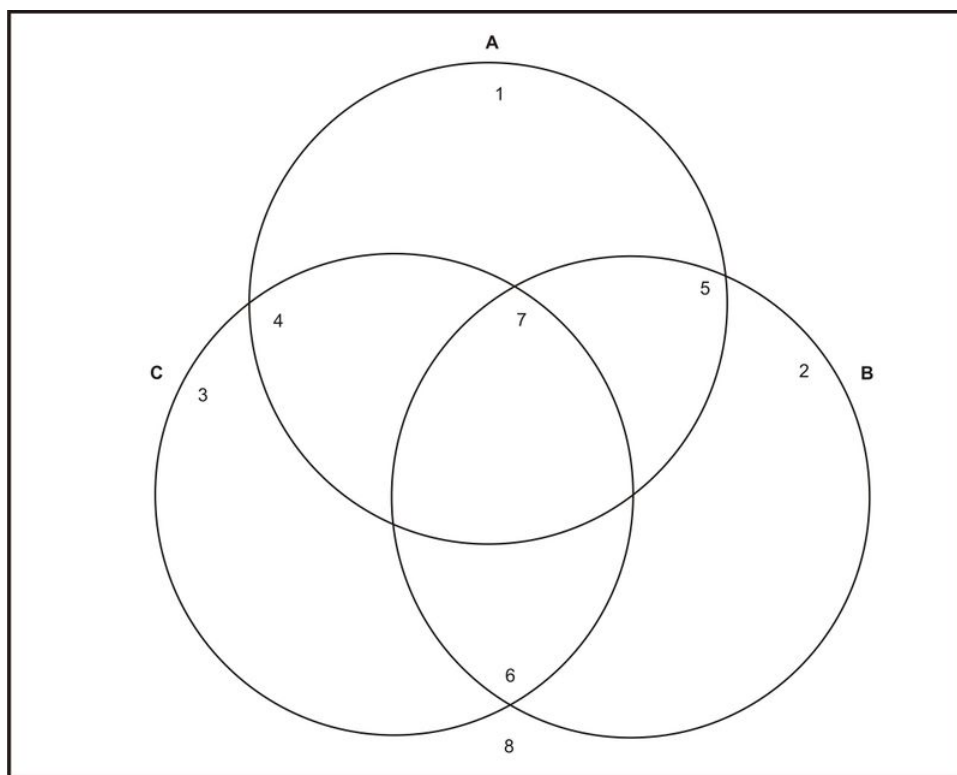
7.17 Lesson Seventeen

Silent Final <e>as an Insulator

1. A final <e>marks a preceding vowel as being _____ in the patterns VCe and Ve#; it marks a _____ or _____ right in front of it as being soft; it marks a _____ right in front of it as being voiced.

Besides these functions, silent final <e>is used to keep certain letters from coming at the end of a word. When a final <e>does this, it is **insulating** the letter.

2. $< u >$ **and <v>**. In English we avoid ending words with the letters $< u >$ or <v>. Many words have a silent final <e>simply to keep them from ending with a $< u >$ or <v>. Here are some words in which silent final <e>is simply insulating a $< u >$ or a <v>:

achieve	reserve	league	tongue
morgue	nerve	expensive	mosque
technique	starve	dissolve	love

Sort the words into these two groups:

Words that end . . .

<ve>		<ue>	

3. $< s >$ **and <z>**. Just as we avoid ending words with $< u >$ or <v>, we also avoid ending free bases with a single $< s >$. The letter $< s >$ is so common as a suffix that if we were to end free bases with it, the free base would look like a plural noun or like a verb with the - *s* suffix. For instance, without a silent final <e>*dense* would look like *dens*, the plural of *den*. And without its silent final <e>, *moose* would look like the verb *moos*, as in "That cow moos all day long." So we avoid ending free bases with a single $< s >$, and we sometimes do so by insulating the $< s >$ with a silent final <e>, as in *dense* and *moose*.

The letters $< s >$ and <z>are very closely related to one another. In fact, the sound [z] is spelled $< s >$ more often than it is spelled <z>. So just as we avoid ending free bases with a $< s >$, we avoid ending them with a single <z>. We sometimes use a final <e>to insulate a single <z>. For example, all the final <e>is doing in the word *bronze* is insulating the <z>so that it does not come at the end.

4. Divide the following words into the four groups:

worse	glimpse	tongue	dissolve	gauze
squeeze	starve	mosque	purchase	expensive
nerve	clause	mouse	adjective	technique
league	reserve	bronze	sneeze	clubhouse

Words that end . . .

<se>	<ze>	<ve>	<ue>

5. So final <e>can insulate four different letters to keep them from the end of a free base or word. The four letters are _____, _____, _____, and _____.

6. **The Functions of Silent Final <e>.** In the patterns ____ and _____ silent final <e>marks a preceding vowel as being _____; it marks a preceding _____ or _____ as being soft, and it marks a preceding _____ as being voiced; final <e>is also used to insulate _____, _____, _____, and _____.

☞ !!! ☜

Word Bowl. Again, your job is to spell words from the letters on the pins. Remember that you can spell more than two words but you can use each of the ten letters only one time. If you can spell one ten-letter word using all the letters on the pins, you have scored a strike, which gives you a total of twenty points, the highest possible score. If you can spell two words that use up all ten letters, you have scored a spare, which gives you a total of fifteen. If you don't get a strike or spare, you get one point for each letter of the word or words you spell, up to nine points.
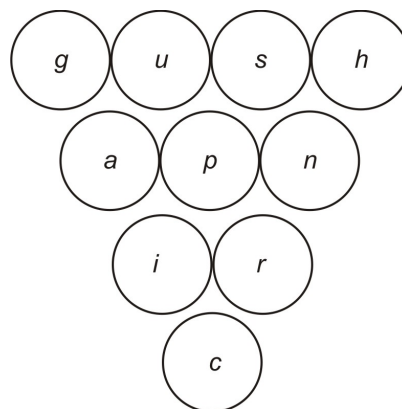
SCORECARD		
Words		**Points**
Strike:	(20 points)	
Spare:	(15 points)	
Other word or words:	(Up to 9 points)	

7.18 Lesson Eighteen

Sometimes Silent Final <e> Does Two Jobs at Once

1. A silent final <e> marks a preceding vowel as _____, a preceding <c> or <g> as _____, and a preceding <th> as _____.

2. You may have noticed that a silent final <e> can sometimes mark a long vowel and a soft or voiced consonant sound at the same time. Pronounce each of the following words and sort them into the matrix:

twig	rage	twice	picnic
unlace	zinc	hug	engage
artistic	advice	attic	oblige
zenith	scythe	cloth	clothe
bath	bathe	stag	stage

	Words that end with . . .					
	unvoiced <th>	voiced <th>	soft <c>	hard <c>	soft <g>	hard <g>
Words in which the final <e> marks a long vowel						
Words in which there is no final <e> to mark a long vowel						

3. List the words in which silent final <e> marks a long vowel and also marks a voiced <th> or a soft <c> or a soft <g>:

4. In some of the following words the final <e>marks a long vowel and in some it does not. Sort the words into the matrixes:

expensive	tongue	reserve	argue
produce	necklace	advantage	engage
voyage	enrage	suppose	clause
glimpse	oppose	baptize	bronze
analyze	worse	lettuce	gauze
unlace	tithe	scythe	specialize
arrive	statue	mosque	remove

Words that end with . . .

	soft <c>	soft <g>	voiced <th>
Words in which the final <e> marks a long vowel			
Words in which the final <e> does not mark a long vowel			

Words that end with an insulated . . .

	<s>	<z>	<u>	<v>
Words in which the final <e> marks a long vowel				
Words in which the final <e> does not mark a long vowel				

5. In five of the words in Item 4 the final <e>does not mark a long vowel because the vowel is not stressed. Those five words are:

7.19 Lesson Nineteen

More Practice With the Final <e>Deletion Rule

1. **Final <e>Deletion Rule**. You delete a final <e>that marks a soft <c>or soft <g>only when you add a suffix that begins with the letters _____, _____, or _____; you delete all other silent final <e>'s whenever you add a suffix that starts with any _____.

That rule is also true for the final <e>'s that mark a voiced <th>or insulate $<s>$, <z>, $<u>$, or <v>. For these final <e>'s are also deleted whenever you add a suffix that starts with any vowel.

2. Here are some free stems and suffixes for you to add together to practice your final <e>deletion rule. Show any changes:

TABLE 7.20:

Free Stem	+ Suffix	Word
glimps~~e~~	+ ed	= *glimpsed*
advantage	+ ed	=
advantage	+ es	=
advantage	+ ous	=
breathe	+ ing	=
bronze	+ ed	=
expensive	+ ly	=
nerve	+ ous	=
argue	+ ing	=
clothe	+ ed	=
clothe	+ s	=
bathe	+ ing	=
squeeze	+ ing	=
sneeze	+ ed	=
choose	+ y	=
worse	+ en	=
clause	+ s	=
gauze	+ y	=
nerve	+ s	=

3. Analyze each of the following into its free stem and suffix. Be sure your analysis shows any final <e>deletions that occurred when the suffix was added:

TABLE 7.21:

Word	= Stem	+ Suffix
removed	= remov~~e~~	+ *ed*
according	=	+
reserved	=	+
analyzing	=	+

TABLE 7.21: (continued)

Word	= Stem	+ Suffix
achieved	=	+
glimpses	=	+
accompanied	=	+
producer	=	+
appearances	=	+
mouser	=	+
expensive	=	+
expensively	=	+
starving	=	+
dissolved	=	+
voyaging	=	+
adventurous	=	+
affected	=	+
admiring	=	+
addresses	=	+

4. **Silent Final <e>Deletion Rule**. You delete a silent final <e>that marks a _____ or _____ only when you add a suffix that begins with the letters <e>, < i >, or <y>; you delete all other silent final <e>'s whenever you add a _____ that starts with any _____.

☞ !!! ☜

Word Pyramid. The two-letter word in this Pyramid is a bit tricky.
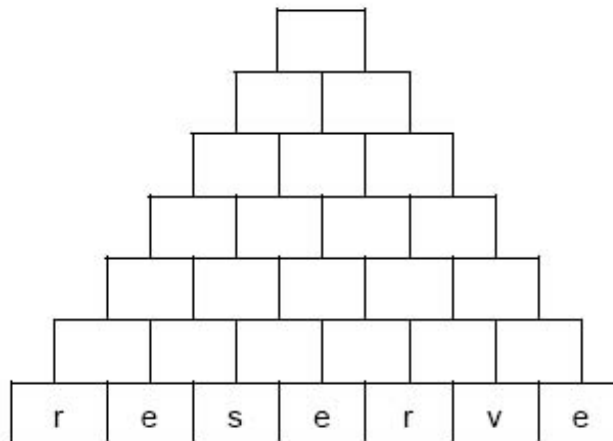
If you scramble the letters in *reverse* various ways, you can spell three other seven-letter words. How many can you get?

7.20 Lesson Twenty

More About Changing <y>to

1. Earlier you saw that sometimes when we add a suffix to a stem that ends in a <y>that has a consonant right in front of it, we change the <y>to $< i >$. For example:

$$\text{cry} + \text{ed} = \text{cry} + \text{i} + \text{ed} = \text{cried}$$
$$\text{easy} + \text{est} = \text{easy} + \text{i} + \text{est} = \text{easiest}$$

But notice what would happen if we changed the <y>to $< i >$ when the suffix starts with an $< i >$:

$$\text{accompany} + \text{ing} = \text{accompany} + \text{i} + \text{ing} =^* \text{accompaniing}$$

We would get <ii>. In English we avoid <ii>. So when we add a suffix that starts with an $< i >$ to a stem that ends in <y>, we use simple addition:

$$\text{accompany} + \text{ing} = \text{accompanying}$$
$$\text{toy} + \text{ing} = \text{toying}$$

2. When you add a suffix that starts with an $< i >$ to a stem that ends in a <y>, you use _____;
when the suffix starts with any other vowel, and the <y>has a consonant right in front of it, you change the _____ to _____.

3. Combine the following prefixes, stems, and suffixes. Show any cases of twinning, silent final <e>deletion, changes of <y>to $< i >$, and assimilation. Watch for cases where the <y>does not change to $< i >$:

TABLE 7.22:

Elements	= Word
ad + p + ply + ing	= *applying*
bathe + er + s	=
un + ad + feet + ion + ate	=
choose + y + est	=
up + set + ing	=
glimpse + ed	=
un + re + serve + ed + ly	=
ad + venture + ous	=
re + ad + sure + ed	=
re + gret + ing	=
dis + solve + ing	=
gauze + y	=

TABLE 7.22: (continued)

Elements	= Word
early + est	=
achieve + er + s	=
soothe + ing + ly	=
ad + company + ing	=
re + ad + ply + ed	=

4. You can hear the sound [t] at the beginning and end of the word *toot*.

You can hear the sound [d] at the beginning and end of the word *dude*.

5. Underline the letters that spell [t] and [d] in the following words:

candidate	adventure	building	hospital	struggle
address	stubborn	electric	succeed	vegetable
include	biting	benefit	motor	ghetto

6. Sort the fifteen words into these two groups. Some words will go into both groups:

Words with the sound [t]:		Words with the sound [d]:	

7. Two ways to spell [t] are _____ and _____.

Two ways to spell [d] are _____ and _____.

☞ !!! ☜

Word Venn. Into circle A put only words in which a <y>has been changed to an < i >. Into circle B put only words that contain the sound [t]. Into circle C put only words that contain the sound [d]:

earlier	applied	bathers	accompanied
reserved	earliest	gauzier	choosiest
upsetting	candidate	hospital	ditties
soothingly	friendliest	dissolve	affected
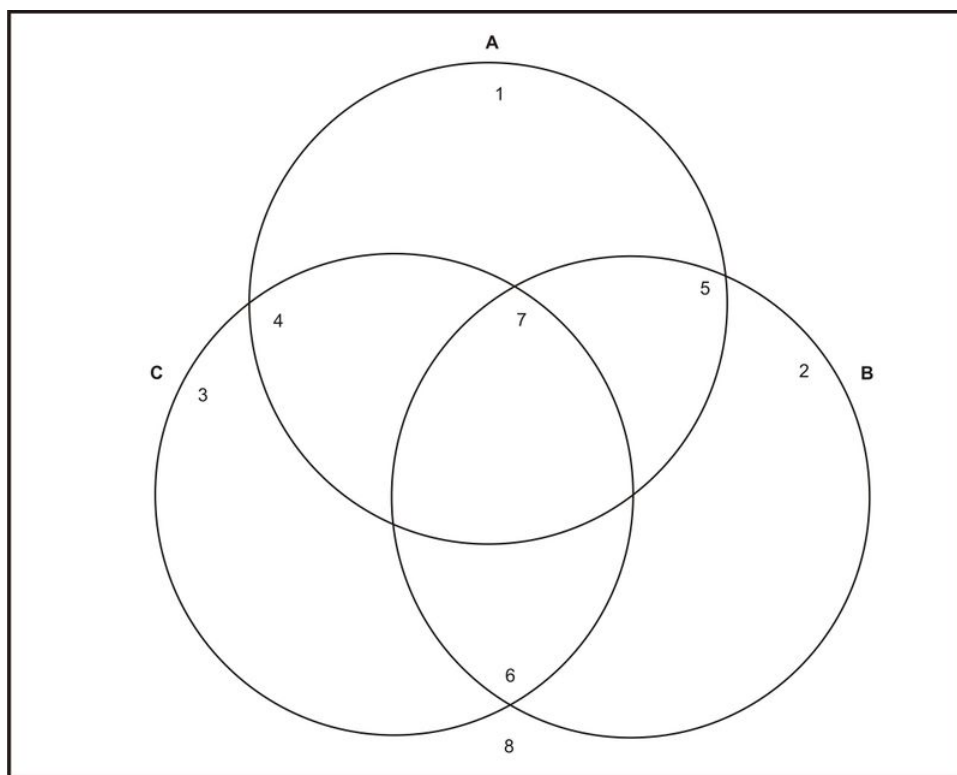
7.21 Lesson Twenty-one

How Do You Spell [t]?

1. Underline the letters that spell the [t] sounds in the following words:

telephone	benefit	candidate	tourist
writer	artist	hospital	tongue
collect	vegetable	electric	struggle
technique	taught	symptom	motors

2. Now sort the words into these three groups:

Words in which [t] is . . .

the first sound:	the last sound:	in the middle:

3. How is [t] spelled in all of these words? _____. More than nine times out of ten the sound [t] is spelled this way.

4. Fill in the blank: Usually the sound [t] is spelled _____.

5. Underline the letters that spell [t] in the following words:

cattail	regretting	bottom
committed	outtalk	attention
submitted	upsetting	attend

6. How is [t] spelled in all of these words? _____. About ninety-nine times out of a hundred the sound [t] is spelled either < tt > or <t>.

Practically always the sound [t] is spelled either _____ or _____.

☞ !!! ☜

Watch the Middles!

benefit	
bene	
	fit

electric	
electr	
	ic

telephones		
tele		
	phone	
		s

vegetables		
veget		
	able	
		s

7.22 Lesson Twenty-two

The Sound [t] and Twinning

1. In those words in which [t] is spelled < tt > it is usually easy to see why there are two <t>'s there. Here are the words from the last lesson in which [t] is spelled < tt >.

cattail	regretting	bottom
committed	outtalk	attention
submitted	upsetting	attend

2. A compound word is a word that contains at least two free stems, or shorter words - for example, *blackbird (black + bird)* and *dogcatcher (dog + catcher)*. Sometimes the first stem in a compound word ends with a <t>and the second starts with a <t>. Where the two parts come together through simple addition, you get < tt >: *cat + taill = cattail*.

There is one other compound word in the nine words above that has [t] spelled < tt > because the first stem ends with <t>and the second stem starts with <t>. Find the word and analyze it into its two free stems:

TABLE 7.23:

Compound	= Free Stem #1	+ Free Stem #2
	=	+

3. Sometimes [t] is spelled < tt > because of twinning: *upsetting = upset + t + ing*.

You twin the final consonant of a word that has one vowel sound and ends _____ when you add a suffix that starts with a _____. And you twin the final consonant of a word that has two vowel sounds whenever you add a suffix that starts with a _____ if the word ends _____and has strong stress on the _____ vowel.

4. What is the suffix in the word *upsetting?* _____

5. Does this suffix start with a vowel? _____

6. What is the stem to which the *-ing* in *upsetting* was added? _____

7. How many vowel sounds are there is in this stem? _____

8. Does the stem end cvc? _____

9. Is there strong stress on the <e>in *upset* before and after you add the suffix? _____

10. Do you twin the final consonant of *upset* when you add a suffix like *-ing*? _____

11. Other than *upsetting* there are three more words among the nine above in which the < tt > spelling is due to twinning. Find the three words and analyze them to show where the < tt > comes from, as we did with *upsetting*:

TABLE 7.24:

Word	= Free Stem	+ Suffix
upsetting	= *upset + t*	+ *ing*
	=	+
	=	+
	=	+

☞ !!! ☜

Watch the Middles!

permitted		
per		
	mit + t	
		ed

submitted		
sub		
	mit + t	
		ed

7.23 Lesson Twenty-three

The Sound [t] and Assimilation

1. Earlier you saw that when the prefix *ad-* is added to a stem that starts with a <t>, the <d>**assimilates:** It changes to a <t>, making two <t>'s *ad́ + t + tain = attain*.

When the prefix *ad-* is added to a stem that starts with a <t>, the _____ assimilates and changes to a _____.

2. Here again are the nine words from the last lesson in which [t] is spelled < tt >.

cattail	regretting	bottom
committed	outtalk	attention
submitted	upsetting	attend

There are two words in the nine that contain the prefix *ad-* and a stem that starts with a <t>. Find them and analyze them to show the assimilation that gives us the < tt > spelling, as we have done with *attain*:

TABLE 7.25:

Word	= Assimilated Prefix *ad-*	+ Stem
attain	= *ad́ + t*	+ *tain*
	=	+
	=	+

3. Now sort the nine words into the following three groups:

Words in which the <tt> is due to . . .

simple addition	assimilation	twinning

Among the nine words in Item 2, the word in which the < tt > is not due to either simple addition, assimilation, or twinning is _____. We will talk about words like this one in the next lesson.

4. Analyze each of the following words to show where the < tt > spelling comes from:

TABLE 7.26:

Word	= Analysis
outtrick	=

TABLE 7.26: (continued)

Word	= Analysis
attracts	=
knotty	=
quitter	=
attempt	=
outtake	=
rattrap	=
regretted	=
permitting	=
attendance	=
fattest	=
fattiest	=

5. Three reasons for [t] being spelled < tt > are _____, _____, and _____.

7.24 Lesson Twenty-four

The Sound [t] and the VCC Pattern

1. These are the short and long vowel sounds:

TABLE 7.27:

Short Vowel Sounds	Long Vowel Sounds
[a] as in *mat*	[ā] as in *mate*
[e] as in *met*	[ē] as in *meet*
[i] as in *mitt*	[ī] as in *might*
[o] as in *cot*	[ō] as in *coat*
[u] as in *cut*	[ū] as in *coot*
[ủ] as in *cook*	[yū] as in *cute*

2. Earlier you saw that in the VCC pattern, the vowel will usually be short, and in the VCV pattern the first vowel will usually be long. Which word, *later* or *latter*, has a short first vowel? _____ Which has a long first vowel? _____ Which has the VCC pattern for the first vowel? _____ Which has the VCV pattern for the first vowel? _____

3. In a word like *latter* with the _____ pattern the vowel will usually be _____, and in a word like *later* with the _____ pattern the first vowel will usually be _____.

4. Many words that are not compounds and do not contain twinning or assimilation still spell [t] < tt > because of the VCC pattern, just like *latter* - and *bottom*.

Mark the VCC pattern and identify the vowel sound you hear in front of the < tt > in each of the following words, as we have with *bottom*:

TABLE 7.28:

Word	Vowel sound in front of the < tt >:
bottom	
vcc	
scatter	
vcc	
ghetto	
vcc	
lettuce	
vcc	
chatter	
vcc	
kitten	
vcc	
button	
vcc	

TABLE 7.28: (continued)

Word	**Vowel sound in front of the $<$ tt $>$:**
cotton	
vcc	
letter	
vcc	
pattern	
vcc	
butter	
vcc	
matter	
vcc	
bitter	
vcc	
motto	
vcc	
tattoo	
vcc	
symptom	
vcc	

5. Are the vowel sounds in front of the 'tt' long or are they short? _____

CHAPTER **8**   **Student 04-Lesson 25-48**

Chapter Outline

8.1 Lesson Twenty-five

Test Three

TABLE 8.1:

Words	Fill in the blanks
1.	[g] = _____; [t] = _____
2.	Stem + Suffix = _____
3.	Prefix + Stem = _____
4.	< th > = _____ Stem + Suffix = _____
5.	< th > = _____ Stem + Suffix = _____
6.	Prefix + Stem + Suffix = _____
7.	Prefix + Stem + Suffix = _____
8.	Prefix + Stem = _____
9.	Stem + Suffix = _____
10.	[i] = _____; [t] = _____

TABLE 8.2: Answers to Test Three

Words	Fill in the blanks
1. *ghetto*	[g] = *<gh>*; [t] = *< tt >*
2. *permitted*	Stem + Suffix = *permit + t + ed*
3. *attending*	Prefix + Stem = *ad + t + tending*
4. *soothed*	< th > = *[th]* Stem + Suffix = *soothe + ed*
5. *breathing*	< th > = *[th]* Stem + Suffix = *breathe + ing*
6. *accompanied*	Prefix + Stem + Suffix = *ad + c + company + i + ed*
7. *applied*	Prefix + Stem + Suffix = *ad + p + ply + i + ed*
8. *attention*	Prefix + Stem = *ad + t + tention*
9. *regretting*	Stem + Suffix = *regret + t + inq*
10. *symptom*	[i] = *<y>*; [t] = *<t>*

8.2 Lesson Twenty-six

More Practice with [t] Spelled

1. The following words all contain the sound [t] spelled < tt > because of either simple addition, twinning, or assimilation. Analyze each word to show where the two <t>'s come from:

TABLE 8.3:

Word	= Analysis	Reason
regretting	= *re + gret + t + ing*	*Twinning*
attractive	=	
quitter	=	
attendance	=	
outtake	=	
attempted	=	
committee	=	
attends	=	
cattails	=	
submitting	=	
regretted	=	
fatter	=	
attention	=	
rattrap	=	
fattiest	=	

2. Mark the VCV or VCC patterns for the first vowel in each of the following words and fill in the blanks, as we have done for *later* and *latter*.

TABLE 8.4:

Word #1	Is the vowel in front of the <t>long or short?	Word #2	Is the vowel in front of the < tt > long or short?
later	*Long*	latter	*Short*
vcv		*vcc*	
writer		written	
cuter		cutter	
biter		bitter	
fated		fattest	
hating		hatter	
Peter		petting	
motor		otter	

☞ !!! ☜

Word Find. This find contains the following twenty words that all have [t] spelled < tt >.

attack	critter	flutter	motto	putty
attic	ditto	ghetto	otter	regatta
bottom	ditty	lettuce	pattern	tattoo
cotton	flattery	matter	petty	utter

```
P  F  T  L  Z  S  K  A │ O  B  O  T  T  O  M  U
U  L  T  E  L  P  A  T │ T  E  R  N  T  F  S  T
T  A  T  T  O  O  A  T │ T  A  C  K  M  L  I  T
T  T  R  T  R  T  T  I │ E  T  T  R  A  U  T  E
Y  T  B  U  E  M  P  C │ R  C  R  I  T  T  E  R
   E  Q  C  G  D  T          O  D  I  T  T  O
   R  U  E  A  I  T          T  A  C  E  E  T
   Y  M  O  T  T  O          T  T  B  R  R  T
   G  H  E  T  T  O          O  P  E  T  T  Y
   D  W  C  A  Y  T          N  B  R  T  T  Y
```
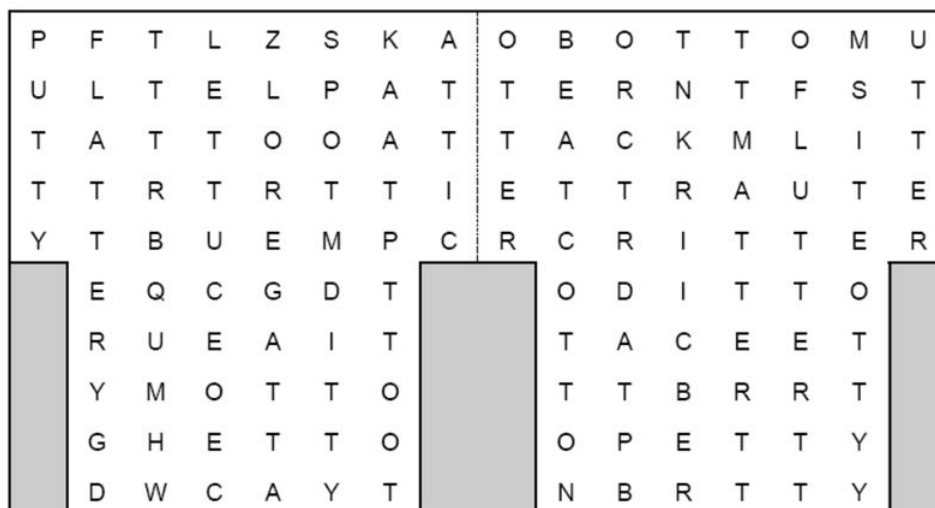
In nineteen of the words the < tt > is due to the VCC pattern. In one word it is due to assimilation. Which word is that? _____

8.3 Lesson Twenty-seven

Words With <tle>and <ttle>

1. Words like *battle* that end with the letters <le>right after a [t] sound are a special group. In the words below underline the letters that spell [t]:

battle	kettle	bottle	shuttle
beetle	gentle	startle	turtle
mantle	rattle	settle	title
little	brittle	cattle	tootle

2. Now sort the words into this matrix:

Words in which the [t] comes right after . . .			
	a consonant:	**a long vowel:**	**a short vowel:**
Words with [t] spelled <t>			
Words with [t] spelled <tt>			

3. In words that end with a [t] sound with <le>right after it, if the [t] comes right after a consonant or long vowel, the [t] is spelled _____. But if the [t] comes right after a short vowel sound, the [t] is spelled _____.

5. The long vowels in words like *title* may seem to be exceptions to the VCC pattern. But the pattern for words that end <tle>is true for words that end with any consonant followed by <le>. Since there is always a long vowel in every word that ends with a single consonant followed by <le>, we can treat these long vowels not as exceptions, but rather as the result of a smaller pattern within a bigger pattern. We can call it the **VC *le#*** pattern. VC*le#* is another pattern that marks long vowels, like VCV and V*e#*.

If there is a short vowel sound right in front of the [t], we use a double < tt > to spell [t] in front of the <le>. We can think of this as another smaller pattern within the bigger VCC pattern. We can call it the **VCC *le#*** pattern, which is another pattern that marks short vowels, like VCC and VC#.

In the VCC*le* pattern the vowel is _____, but in the VC*le* pattern the vowel is _____.

6. Sort the words with short vowels into these two groups:

Words with short vowels in which [t] is spelled . . .

<t>	<tt>

If there is a consonant between the short vowel and the [t], we only need a single <t>because the other consonant will fill out the VCC*le* pattern, as in words like *gentle* and *mantle*. But if there is no other consonant, we need both <t>'s, as in words like *bottle* and *little.*

☞ !!! ☜

Word Changes. Remember to follow the directions carefully and write the words you make in the column on the right. The shaded boxes will contain words with which you worked in Item 1 of this lesson. All of the words will end in either <tle>or <ttle>. As you form each word, decide whether it should be spelled with a single or a double <t>:

1. Write the word *battle*	
2. Change the first consonant in the word to the twentieth letter in the alphabet.	
3. Change the first consonant back to <b> and change the <a> to <ee>.	
4. Change the first consonant in the word to the fifth consonant in the alphabet and change the second <e> to the fourteenth letter in the alphabet.	
5. Change the first letter in the word to <m> and change the first vowel in the word to the first vowel in the alphabet.	
6. Move the second consonant in the word to the front, delete the <m>, and change the <a> to an <e>.	
7. Change the first consonant in the word to the fourteenth consonant in the alphabet, and change the <e> back to an <a>.	
8. Change the first letter in the word to the letter that comes right after it in the alphabet, make the second letter in the word a <c>, and change the <a> to the twenty-first letter of the alphabet.	
9. Change the first two letters of the word to and change the <u> to <i>.	

8.4 Lesson Twenty-eight

Sometimes [t] is Spelled <ed>

1. Look at these sentences and fill in the blank:

He coughs a lot.

Last night he coughed all night long.

When you want to add the meaning "in the past" to a verb, usually you add the suffix _____.

2. The suffix -ed sometimes sounds like [d], sometimes like [id], and sometimes like [t]. Say each of the following words carefully and sort them into the three groups:

addressed	approached	struggled	shoveled
adopted	collected	enjoyed	attached
accomplished	allowed	taxed	announced
murmured	assigned	attended	avoided
attacked	approved	coughed	telephoned

Words in which -ed sounds like . . .

[id]	[d]	[t]

3. Sometimes the [t] at the end of a verb that has the meaning "in the past" is the suffix _____.

4. So far you have worked with three different spellings of [t]. They are _____, _____, and _____.

☞ !!! ☜

Word Scrambles. This Scrambles contains words that all contain the sound [t]. We have given you a start by filling in the three spellings of [t].

No.	Scrambled Word									
		Unscrambled Word								
1	neebtif							t		
2	xedat	t			e	d				
3	sledgimp							e	d	
4	tricecel					t				
5	tedtan		t	t						
6	totoat	t		t	t					
7	toekaut			t	t					
8	slattaic			t	t					
9	stingbumit						t	t		
10	wetrir				t					
11	mobtot			t	t					
12	truelt	t			t					
13	cattrat		t	t				t		
14	tolthret					t	t			
15	greettred						t	t		
16	rotte		t	t						
17	tleeng				t					
18	hugelad						e	d		
19	beltee				t					
20	cutetle			t	t					
21	latett	t		t	t					

8.5 Lesson Twenty-nine

Some Verbs That End With <t>

1. You have seen that sometimes the suffix *-ed* sounds like [t]. Nowadays when we want to add the meaning "in the past" to a verb, we nearly always just add the suffix *-ed*. But long ago with some verbs the suffix that meant "in the past" not only sounded like [t], it was sometimes spelled <t>! A few of those old verbs are still with us. For example: *feel* and *felt*, as in "I feel good now, but yesterday I felt pretty bad."

2. In *feel* is the vowel sound long or is it short? _____ In *felt* is the vowel long or is it short? _____ In *feel* how is the vowel spelled? _____ In *felt* how is the vowel spelled? In *felt* how is the [t] spelled? _____

3. In the left column below there are more old past tense verbs with *-t*. Write out the present tense form for each one and fill in the two columns on the right, as we have done for *felt*.

| | | How is the vowel pronounced and spelled in . . . | |
Past Tense Verb	Present Tense Verb	the present tense verb?	the past tense verb?
felt	*feel*	*[ē]=<ee>*	*[e]=<e>*
kept			
slept			
crept			

4. Here are more verbs that have old past tense forms that end with <t>. This time we've given you the present tense form, and you are to fill in the past tense form:

		How is the vowel pronounced and spelled in . . .	
Present Tense Verb	Past Tense Verb	the present tense verb?	the past tense verb?
deal	*dealt*	*[ē]=<ea>*	*[e]=<ea>*
sweep			
send			
mean			
weep			
spend			
build			
bend			
lend			
lose			
leave			

5. Here are some more that have more elaborate changes:

		How is the vowel pronounced and spelled in . . .	
Present Tense Verb	Past Tense Verb	the present tense verb?	the past tense verb?
buy	*bought*	*[i]=<uy>*	*[o]=<ou>*
catch			
bring			
seek			
teach			
think			

☞ !!! ☜

Word Flow. In this flow you can trace out fourteen words: seven present tense verbs and their past tense forms that end in *-t*.

| b | i | | m | s |

| p | w |

| e |

| a | | e |

| n |

| d | | p |

| t |
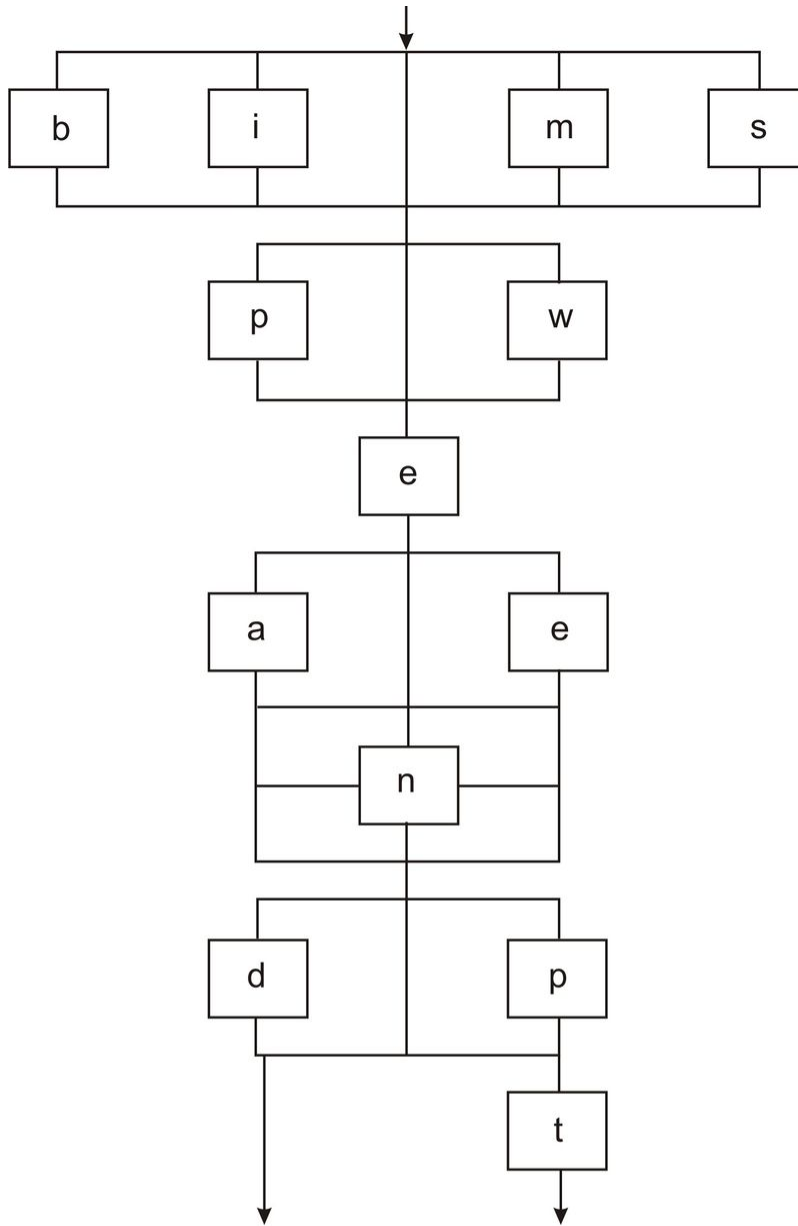
Present Tense	Past Tense
bend	*bent*

8.6 Lesson Thirty

The Reasons For Some Unusual Spellings of [t]

1. So far you have worked with three spellings of [t]: _____, _____, and _____.

The sound [t] is spelled one of these three ways more than ninety-nine times out of a hundred. And if you remember the places where < tt > occurs and remember that - *ed* is always a verb suffix, you should have little trouble knowing which spelling to use.

There are some other spellings of [t], though, that are very rare but still worth looking at:

2. [t] = <ght>in several words. Underline the letters that are spelling [t] in the following words:

alight	fight	lightning	sight
aught	flight	midnight	sleight
bought	fought	might	slight
bright	freight	naught	slaughter
brought	fright	naughty	sought
caught	haughty	night	straight
daughter	height	ought	taught
delight	knight	plight	thought
eight	light	right	weight

Sort the words into the following four groups:

Words with . . .

[Ī] spelled <i> or <ei>			[ā] spelled <ai> or <ei>

Words with [o] spelled . . .

<au>	<ou>

3. The sound [t] is spelled <ght>only after [ī] spelled _____ or _____, or after [ā] spelled _____ or _____, or after [o] spelled _____ or _____.

4. [t] = <tw>. The sound [t] is spelled <tw>in only one word: *two*. Long ago *two* was pronounced [twō]. Several words related to *two* contain <tw>, and all contain the meaning "two." Answer *Yes* or *No*:

TABLE 8.5:

Word	Do you hear the <w>?
twice	
twin	
twelve	
between	
twilight	
twist	
twine	
twig	
twenty	

5. [t] = <bt>. The sound [t] is spelled <bt>in only three common words: *debt, doubt*, and *subtle*. All three were Latin words, used a long time ago by the Romans. Our word *debt* comes from the Latin word *debitum*. Our word *doubt* comes from the Latin word *dubitare*. Our word *subtle* comes from the Latin word *subtilis*.

In Latin both the < b > and the <t>were pronounced in these words. But we would find [bt] difficult to pronounce, so we've simplified it to [t].

6. [t] = <cht>. Long ago the Dutch called a fast sailing ship a *jaghte*. The English borrowed the word and spelled it several different ways, including <yaught>. Back then the <gh>was pronounced with a sound a little like our [ch], so in time the <gh>spelling changed to <ch>. But then over the centuries people stopped pronouncing the <ch>, so we now have a word pronounced [yot] and spelled *yacht*. This is the only word we have in which [t] is spelled <cht>!

In words like *two*, *doubt*, and *yacht* we can see that when we spell, we do more than spell sounds. Our spelling also shows something about words' sources and their life stories. This can make spelling harder than it might be, but there is always some reason for the spellings we use - even if sometimes the reasons seem a little strange.

7. The sound [t] is spelled <ght>only after _____ spelled < i > or <ei>, or after _____ spelled <ai>or <ei>, or after _____ spelled <au>or <ou>. The word in which [t] is spelled <tw>is _____ The three words in which [t] is spelled <bt>are _____, _____, and _____. The one word in which [t] is spelled <cht>is _____.

☞ !!! ☜

Word Changes. Follow the instructions very carefully and then fill in the blanks to complete the sentence at the end:

1. Write the word *debt: debt*

2. Change the vowel from <e>to <ou>: _____

3. Change the first consonant to the letter that comes two letters before it in the alphabet, and change the letter before the <t>to <gh>: _____

4. Change the first consonant to the letter that comes right after < s > in the alphabet, and change the first vowel to the first letter of the alphabet: _____

5. Change the first consonant to the second consonant in the alphabet: _____

6. Change the first consonant to the next-to-last letter in the alphabet; delete the second vowel letter; and change the second consonant to the letter that comes four places before it in the alphabet: _____

The sailor went into $\overline{\text{Word \#1}}$ when he $\overline{\text{Word \#3}}$ a $\overline{\text{Word \#6}}$

8.7 Lesson Thirty-one

Suffixes Spelled <en>

1. You have seen that we have two suffixes spelled <er>: One adds the meaning "more" to adjectives: The adjective *calm* plus *-er* becomes *calmer*, "more calm." The other changes verbs to nouns with the meaning "one that does", so a teacher is one who teaches and a computer is something that computes.

When two different words or elements are spelled the same but have different meanings, they are called **homographs**. The base *homo+* means "same", and the base *graph* means "letter or writing." So homographs are words or elements that have the same letters or spellings but different meanings.

Because homographs look the same, it can be easy to overlook important differences in what they mean. Homographs remind us that we always have to worry not just about sounds and spellings but also about meanings.

A good example of homographs are the different suffixes that are all spelled <en>. There are five of them. We'll discuss three in this lesson, the other two in the next.

2. - **en**[1] **"more than one."** Long ago the English sometimes used *-en* to form plurals just as we use *-s* today. Only three words still have the old *-en* plural: *oxen, children*, and *brethren*.

3. - **en**[2] **"consisting of."** This suffix turns nouns into adjectives: The noun *wax* plus the suffix *-en* gives us the adjective *waxen*.

One way to describe a **noun** is to say that it is the name of a person, place, or thing. Another way is to say that it makes sense when we put it into the blank of this sentence: "The _____ seemed okay." Any word that makes sense in that blank is a noun. For instance, "The *gold* seemed okay."

An adjective is a word that describes or identifies a noun. Any word is an adjective if it will fit into this blank and make sense: The _____ thing seemed okay. For instance, "The *golden* thing seemed okay.

TABLE 8.6:

Adjective	= Noun	+ Suffix
golden	= *gold*	+ *en*
waxen	=	+
earthen	=	+
wooden	=	+
woolen	=	+

4. - **en**[3], **turns adjectives into verbs**. For example, the adjective *bright* plus *-en* gives us the verb *brighten*.

The following are three different ways of describing a verb:

1. **A verb is a word that changes its spelling and pronunciation to show a change in time: "Yesterday it seem *ed* okay" vs. "Right now it seem *s* okay."**

2. **A verb is a word that shows action or a state of being.**

3. **Most verbs will make sense in one of the following blanks:**

"They _____ okay."

or

"It _____ okay."

TABLE 8.7:

Verb	= Adjective	= Suffix
brighten	= *bright*	+ *en*
darken	=	+
deepan	=	+
fatten	=	+
flatten	=	+
harden	=	+
lighten	=	+
moisten	=	+

5. Now try some the other way around, showing any changes:

TABLE 8.8:

Adjective	+ Suffix	= Verb
sad	+ en	=
sharp	+ en	=
short	+ en	=
sick	+ en	=
soft	+ en	=
straight	+ en	=
sweet	+ en	=
thick	+ en	=
tight	+ en	=
tough	+ en	=
weak	+ en	=
wide	+ en	=

8.8 Lesson Thirty-two

More Suffixes Spelled <en>

1. - **en**[4] **changes nouns into verbs**. This is actually the same as -*en*[3], but we will treat them separately because of the difference between having adjectives or nouns as stems.

TABLE 8.9:

Verb	= Noun	+ Suffix
frighten	=	+
happen	=	+
hasten	=	+
hearten	=	+
heighten	=	+
lengthen	=	+
strengthen	=	+
threaten	=	+

2. - **en**[5] **past participle ending**. You have seen that verbs usually add the suffix -*ed* to show that an action took place in the past. Verbs with that -*ed* suffix are called **past tense verbs**. We also often use the suffix -*ed* at the end of verbs that are called **past participle verbs**. Past participle verbs are like past tense verbs (notice that they both have the word *past* in their names). But past participles have an additional meaning. They have the meaning "action that is completed."

Compare the two sentences "They are finishing their chores" and "They have finished their chores." The first sentence, with *finishing*, means that the work of doing the chores is still going on, but the second sentence, with *finished* with the suffix -*ed*, means that the work is over or completed, the chores are done. The verb *finished* in the second sentence is a past participle.

Most past participles, like most past tense verbs, end with the suffix -*ed*, but some old past participles end with the suffix -*en*: Compare "They are eating their breakfast" with "They have eaten their breakfast." The first sentence, with -*ing*, means that they are not done eating yet. The second sentence, with -*en*, means that they have finished eating. The verb *eaten* in the second sentence is a past participle.

3. Analyze each of the following past participles into verb plus suffix:

TABLE 8.10:

Past Participle	= Verb	+ Suffix
beaten	=	+
broken	=	+
chosen	=	+
driven	=	+
eaten	=	+
fallen	=	+
forbidden	=	+

<div align="center">TABLE 8.10: (continued)</div>

Past Participle	= Verb	+ Suffix
frozen	=	+
given	=	+
proven	=	+

4. Now try some the other way around. Add each verb and suffix to make a past participle:

<div align="center">TABLE 8.11:</div>

Verb	+ Suffix	= Past Participle
rise	+	=
spoke	+	=
stole	+	=
take	+	=
got	+	=
forbid	+	=
mistake	+	=
forgot	+	=
overtake	+	=
arise	+	=

5. Many past participles are used as adjectives, and many of these adjectives appear in compound words. Analyze each of the following compounds:

<div align="center">TABLE 8.12:</div>

Compound Word	= Free Stem #1	+ Verb	+ Suffix
browbeaten	=	+	+
downfallen	=	+	+
heartbroken	=	+	+
housebroken	=	+	+
outspoken	=	+	+
overtaken	=	+	+
weatherbeaten	=	+	+
downtrodden	=	+	+
handwoven	=	+	+
undertaken	=	+	+

8.9 Lesson Thirty-three

Test Four

TABLE 8.13:

Words	Analysis
1.	[t] = _____, [j] = _____
2.	[t] = _____ and _____, [ū] = _____
3.	[t] = _____, < s > = _____
4.	[t] = _____, [o] = _____
5.	[t] = _____ Prefix + Stem + Suffix = _____
6.	Verb + Suffix = _____
7.	< s > = _____ Noun + Suffix^1 + Suffix^2 = ___
8.	[t] = _____ and _____, [o] = _____
9.	[t] = _____ Verb + Suffix = _____
10.	Noun + Verb + Suffix = _____

TABLE 8.14: Answers to Test Four

Words	Analysis
1. *gentle*	[t] = *<t>* [j] = *<g>*
2. *tattoo*	[t] = *<t>* and *< tt >*, [ū] = *<oo>*
3. *debts*	[t] = *<bt>*, < s > = [s]
4. *yacht*	[t] = *<cht>* [o] = *< a >*
5. *attracting*	[t] = *< tt >* Prefix + Stem + Suffix = *ad + t + tract + ing*
6. *forbidden*	Verb + Suffix = *forbid + d + en*
7. *frightens*	< s > = [z] Noun + Suffix^1 + Suffix^2 = *fright + en + s*
8. *taught*	[t] = *<t>* and *<ght>*, [o] = *<au>*
9. *throttled*	[t] = *< tt >* Verb + Suffix = *throttle + ed*
10. *heartbroken*	Noun + Verb + Suffix = *heart + broke + en*

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8.10 Lesson Thirty-four

The Prefix

1. You have seen that when the prefix *ad-* is added to a stem, the <d>and [d] often assimilate and become more similar to the stem's first letter and sound, as in *attempt* and *appear:* $a\not{d} + t + tempt$ and $a\not{d} + p + pear$

In the same way, when the prefix *sub-* is added to a stem, the $<b>$ and [b] often assimilate to become more similar to the stem's first letter and sound. Thus, $su\not{b} + m + mon = summon$

2. In each of the words below, the first letters are some form of the prefix *sub-*. In some of them the 'b' and [b] have assimilated, and in some they have not. Analyze each word into its prefix and stem, showing any assimilation:

TABLE 8.15:

Word	= Prefix	+ Stem
summon	= $su\not{b} + m$	+ *mon*
success	=	+
supply	=	+
subject	=	+
suffer	=	+
support	=	+
submarine	=	+
sufficient	=	+
suppose	=	+
substitute	=	+
suburbs	=	+
succeed	=	+
surrogate	=	+
suppress	=	+
suggest	=	+
submitting	=	+

2. Sort the words into these two groups:

Words in which the [b] and the <b> . . .

assimilated:	did not assimilate:
summon	

3. Now sort the words in which the < b > and [b] assimilated into these groups:

Words in which the <b> changed to . . .

<f>	<c>	<p>

Words in which the 'b' changed to . . .

<g>	<m>	<r>

☞ !!! ☜

Word Find. This Find contains twenty words that start with some form of the prefix *sub-*:

submit	success	submarine	succinct
sufficient	subtract	suppose	surrogate
subscribe	suffocate	support	suffer
substitute	subject	supply	suggest
succeed	subdue	succumb	summon

```
h  s  u  b  m  i  t  r  s  u  b        b  u  s  s  u  p  p  o  s  e  w
b  o  s  u  p  p  o  r  t  u  b        s  u  c  c  e  s  s  r  u  s  h
d  s  u  f  f  i  c  i  e  n  t        u  s  s  s  s  u        b  u  m
l  u  b  s  s  u     u  k  s  b        c  b  u  u  u  b        m  r  z
m  u  s  u  i  r        s  u  b  j  e  c  t  f  c  p  t  s  u  a  r
      c  g  s  u  u  m  l  b  s  u  b  e  b  f  c  p  r  b  u  r  o
u        r  g  u  c  c  s  p  d  u  s  b  e  s  e  i  l  a        i  g  s
j  d  i  e  b  s  u  c  c  u  m  b  o  d  u  r  n  y  c        n  a  u
s  u  b  s  t  i  t  u  t  e  t  s  u  f  f  o  c  a  t  e  s  e  t  b
b  m  e  t  r  b  a  d  c  s  u  m  m  o  n  b  t  u  c  c  i  n  e  h
```
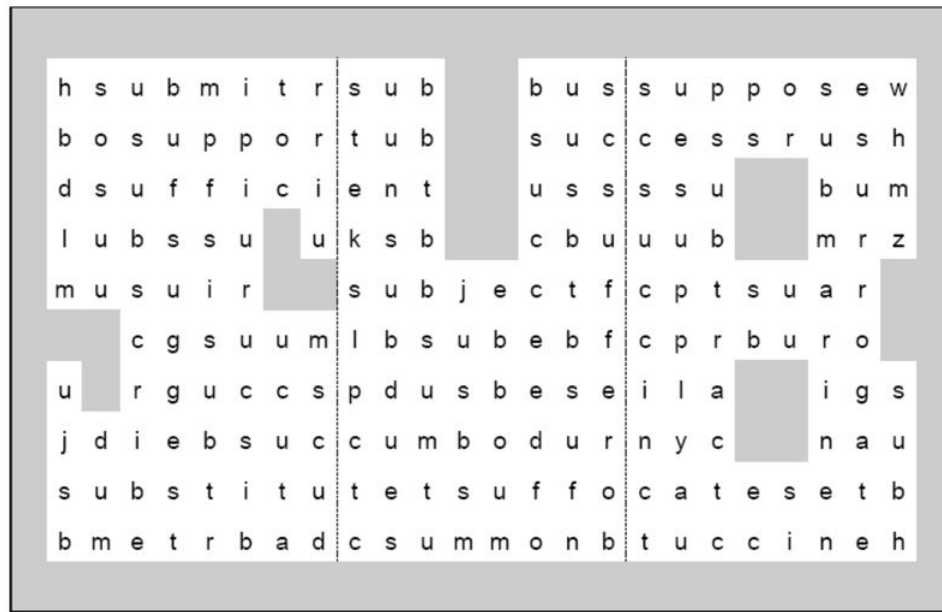
8.11 Lesson Thirty-five

The Prefixes Spelled <in>

1. English has two prefixes that are spelled <in>. One means "in"; the other means "no, not." Each of the following words contains one of these *in-* prefixes. Analyze each word into prefix and stem:

TABLE 8.16:

Word	= Prefix	+ Stem
include	=	+
independent	=	+
invisible	=	+
involve	=	+
incomplete	=	+
insignificant	=	+
invent	=	+
insane	=	+
inexpensive	=	+
intend	=	+
inspect	=	+
insist	=	+

2. Find the six words among these twelve in which *in-* means "no, not." The *in-* means "no, not" if the word means just the opposite of the stem that's left after you take away *in-*. For instance, *independent* means "not dependent," just the opposite of *dependent* So the *in-* in independent means "not." Now sort the twelve words into these two groups:

TABLE 8.17: Words in which

means "no, not"	does not mean "no, not"

4. The meaning of the *in-* that means "in" can be difficult to see in some words, because the meanings of the words have changed so much over the centuries. The following words contain the *in-* that means "in." For each we've given you the stem and its original meaning. Be ready to discuss the connection between the original meaning of the prefix and stem and the modern meaning of each word. For instance, how is our meaning of *include* like shutting in or closing in?

TABLE 8.18:

Word	Stem	Meaning of Stem
include	clude	"shut, close"
involve	volve	"roll, turn"
invent	vent	"come"
intend	tend	"stretch"
inspect	spect	"look"

TABLE 8.18: (continued)

Word	Stem	Meaning of Stem
insist	sist	"stand"

☞ !!! ☜

Word Venn. Into circle A put only words that contain the sound [t]. In circle B put only words that contain some form of the prefix *sub-*. In circle C put only words that contain one of the prefixes *in-*:

seek	subscribed	coughing	involved	insignificant
debts	insufficient	inexpensive	subdue	earlier
succinct	incomplete	substitute	weigh	insufferable
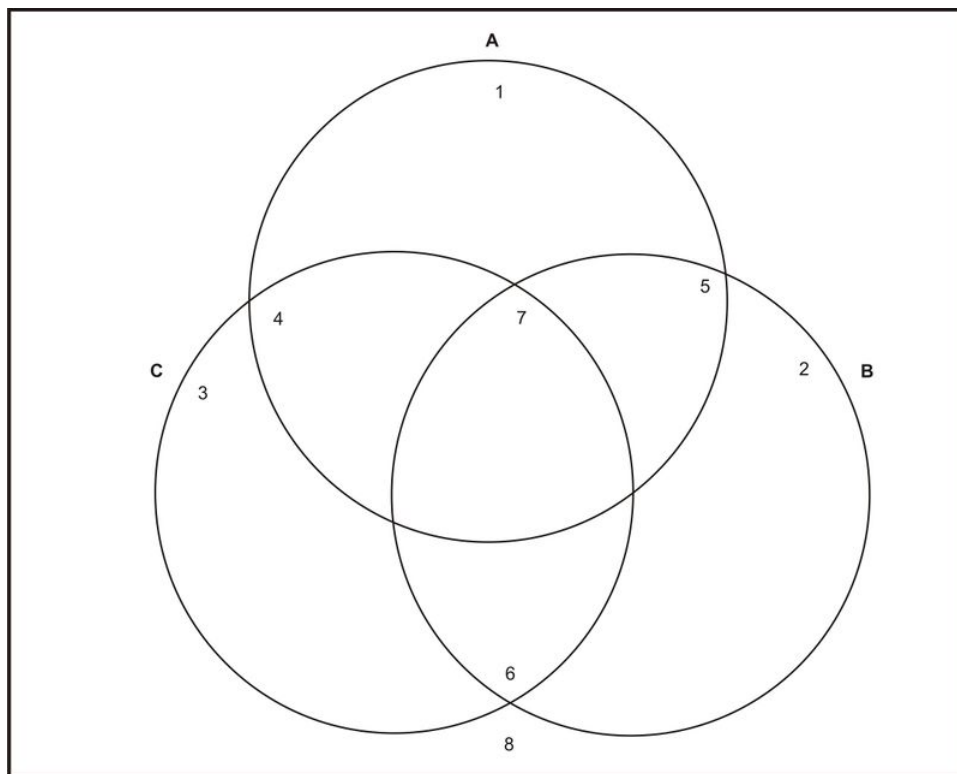
8.12 Lesson Thirty-six

Sometimes the Two Prefixes

1. When either of the two prefixes *in-* is added to certain stems, the <n>will assimilate and become the same as the first letter of the stem. In all of the following words, the first two letters are some form of one of the *in-* prefixes. Sometimes the <n>remains <n>, and sometimes it assimilates. Analyze each word into its prefix and stem, showing any changes due to assimilation:

TABLE 8.19:

Word	= Prefix	+ Stem
immediate	=	+
individual	=	+
inform	=	+
irregular	=	+
illustrate	=	+
invested	=	+
illusion	=	+
immense	=	+

2. Sort the words into these groups:

Words in which <n> . . .

changed to <m>	changed to <r>	changed to <l>	did not change

3. So far the prefixes *in-* behave like the prefixes *ad-* and *sub-*: Sometimes they are simply added to the stem with no changes in spelling, and sometimes they assimilate so that the last letter of the prefix is the same as the first letter of the stem.

But in some words the <n>in *in-* changes to an <m>even though the first letter of the stem is not an <m>! For instance: *in + m + press = impress*. This change from <n>to <m>— and from [n] to [m] — still makes the word easier to say. It is called partial assimilation.

4. All of the following words contain one of the prefixes *in-*. In some words the <n>has assimilated partially by changing to an <m>in front of stems that don't start with [m] or <m>. In some words the <n>has not assimilated at all. Analyze each word to show what happened when *in-* was added to the stem in that word:

TABLE 8.20:

Word	= Prefix	+ Stem
impress	=	+

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TABLE 8.20: (continued)

Word	= Prefix	+ Stem
inquire	=	+
improve	=	+
insufficient	=	+
important	=	+
indicted	=	+
imbalance	=	+
impossible	=	+

5.

The five words in which the \<n\> changed to \<m\> are . . .

6. Sometimes the \<n\>in the prefixes *in-* assimilates partially to _____ before stems that start with the letters _____-and _____.

8.13 Lesson Thirty-seven

The Prefix

1. You have seen that when certain prefixes are added to certain stems, the last consonant in the prefix assimilates. In each of the following words, the first two letters are some form of the prefix *ob-*. Analyze each word to show what happened when the prefix *ob-* was added to the stem:

TABLE 8.21:

Word	= Prefix	+ Stem
opposite	=	+
object	=	+
observe	=	+
occupy	=	+
offer	=	+
obtain	=	+
opportunity	=	+
occur	=	+
obstacle	=	+
occupation	=	+
obvious	=	+
oppose	=	+
oblige	=	+
occasion	=	+
offense	=	+

2. Now sort the twelve words into these two groups:

Words in which the <b> . . .

assimilated:		did not assimilate:

3. Now sort the nine words in which the < b > assimilated into these three groups:

Words in which <b> changed to . . .

<c>	<f>	<p>

☞ !!! ☜

Word Spell. How many words of three letters or more can you spell from the letters in the word *opportunity?* There are more than a hundred possible ones.

OPPORTUNITY

8.14 Lesson Thirty-eight

Review of Prefixes, Stems, and Suffixes

1. Analyze each of the following words into their prefixes, stems and suffixes as indicated in the formulas given in the middle column. 'Pr' equals 'Prefix', 'St' equals 'Stem', and 'Su' equals 'Suffix'. Remember that some stems consist of just a base. Be sure to show all cases of final <e>deletion, twinning, changing of <y>to $< i >$, and assimilation:

TABLE 8.22:

Word	Formula	= Analysis
misaddressed	$Pr^1 + Pr^2 + St + Su$	= *mis + ad + dress + ed*
assuring	$Pr + St + Su$	=
misinforms	$Pr^1 + Pr^2 + St + Su$	=
submariner	$Pr + St + Su$	=
successfully	$Pr + St + Su^1 + Su^2$	=
observers	$Pr + St + Su^1 + Su^2$	=
illustrating	$Pr + St$	=
unimpressed	$Pr^1 + Pr^2 + St + Su$	=
reoccurring	$Pr^1 + Pr^2 + St + Su$	=
adventurers	$Pr + St + Su^1 + Su^2$	=
disappearing	$Pr^1 + Pr^2 + St + Su$	=
inquirers	$Pr + St + Su^1 + Su^2$	=
suppliers	$Pr + St + Su^1 + Su^2$	=
unaccompanied	$Pr^1 + Pr^2 + St + Su$	=
uninvolved	$Pr^1 + Pr^2 + St + Su$	=
misassigned	$Pr^1 + Pr^2 + St + Su$	=
subscribers	$Pr + St + Su^1 + Su^2$	=
disadvantaged	$Pr^1 + Pr^2 + St + Su$	=
unassisted	$Pr^1 + Pr^2 + St + Su$	=
sufferers	$Pr + St + Su^1 + Su^2$	=
unaffected	$Pr^1 + Pr^2 + St + Su$	=
substituting	$Pr + St + Su$	=
straightened	$St + Su^1 + Su^2$	=
occupies	$Pr + St + Su$	=

2. Combine the following prefixes, stems, and suffixes. Again, be sure to show all changes that occur when the elements combine:

TABLE 8.23:

Prefixes, Stems, and Suffixes	= Word
un + ad + prove + ed	= *un + ad̸ + p + prov̸e + ed*
dis + ad + point + ment + s	
in + form + er + s	=

TABLE 8.23: (continued)

Prefixes, Stems, and Suffixes	= Word
ad + just + er + s	=
ad + cid + ent + al + ly	=
re + ob + cur + ing	=
ob + portune + ist + s	=
sub + gest + ion + s	=
sub + tract + ion	=
ob + posite + ion	=
in + de + pend + ent + ly	=
in + lustr + ate + ion + s	=
ad + sort +ment	=
ad + sign + ment	=
in + lus + ion + s	=
in + vent + or + s	=
ad + opt + ion	=

8.15 Lesson Thirty-nine

How Do You Spell [p]?

1. You can hear the sound [p] at the beginning and end of the word *pop*. Underline the letters that spell [p] in the following words:

accompany	poison	equipment	syrup
supply	approved	support	preferred
purple	sleep	independent	wrapper
improve	attempted	worship	stepparent
pattern	occupy	accomplish	opposite

2. Sort the twenty words into these three groups:

Words with [p] . . .

at the front:	in the middle:		at the end:

3. You should have found two ways to spell [p]: _____ and _____.

4. Does the spelling <pp>come at the front of any of these words? _____

How is [p] spelled at the front of words? _____. Does the <pp>spelling come at the end of any of these words? _____. How is [p] spelled at the end of words? _____.

5. More than nine times out of ten [p] is spelled $< p >$. Very nearly all of the other times it is spelled <pp>. So the sound [p] is spelled $< p >$ or <pp>nearly 100% of the time. The next lesson will deal with when and why [p] is spelled <pp>.

☞ !!! ☜

Word Find. This Word Find contains fifteen words that contain the spelling <pp>:

supply	support	lamppost	snapped	kidnapper
wrapper	approach	tipping	approach	stepparent
opposite	appeal	oppose	opportunity	oppress

```
k  i  d  n  p  p  l  a  m  p │ p  o  s  t  s  u  p  p  t  h
s  u  p  p  l  y  k  i  d  n │ a  p  p  e  r  p  p  o  i  y
a  p  p  r  o  v  d  s  n  a │ p  p  e  d  p  o  w  p  p  e
q  u  o  p  ███  a  y  o  p │ p  o  s  e  ███  u  p  p  o
u  a  p  w  ███  s  t  e  p │ p  r  n  a  ███  x  r  i  l
a  p  p  r  o  v  e  d  p  p │ s  t  e  p  p  a  r  e  n  t
o  p  o  a  t  i  p  p  i  n │ s  u  p  p  o  r  t  s  g  m
i  r  s  p  o  p  p  r  i  t │ y  n  p  e  a  p  p  s  v  r
s  o  i  p               │ o  i  w  a
u  a  t  e               │ p  t  s  l
p  c  e  r               │ p  y  p  p
p  h  e  r               │ o  d  w  c
```

8.16 Lesson Forty

When is [p] Spelled <pp>?

1. You have seen that a double consonant, like <pp>, can be caused by one of these reasons: simple addition, twinning, or assimilation:

A <pp>is caused by simple addition when an element that ends with a < p > joins another element that starts with < p >: *lamp + post = lamppost*

Sometimes <pp>is caused by twinning: *tip + p + ing = tipping*

Some cases of <pp>are caused by the assimilation of the prefixes *ad-, sub,* or *ob-* in front of stems that start with a < p >: *ad + p + peal = appeal*

2. Each of the following words contains a <pp>because of one of the three reasons just given. Analyze each word enough to show whether the <pp>was caused by simple addition, twinning, or assimilation. Write the cause in the right column:

TABLE 8.24:

Word	= Analysis	Reason for <pp>
lamppost	= *lamp + post*	*Simple addition*
appears	=	
tipping	=	
wrapper	=	
suppose	=	
oppose	=	
snapped	=	
approaches	=	
opportunity	=	
supply	=	
apply	=	
slipper	=	
oppress	=	
suppress	=	
stepparent	=	
unwrapped	=	
opposite	=	
support	=	
kidnapping	=	

3. Think of another word that contains the spelling <pp>for each of the following reasons. Then analyze each word:

TABLE 8.25:

Reason	Word	Analysis
Simple Addition		

TABLE 8.25: (continued)

Reason	Word	Analysis
Twinning		
Assimilation		

4. Three reasons for spelling [p] <pp> are . . .

8.17 Lesson Forty-one

Test Five

TABLE 8.26:

Words	Fill in the blanks
1.	[p] = _____
2.	[p] = _____
3.	[p] = _____, [r] = _____ and _____
4.	Pr + St = _____
5.	Pr + St + Su^1 + Su^2 = _____
6.	Pr + St + Su = _____
7.	Pr + St + Su = _____
8.	Pr + St + Su = _____
9.	Pr + St = _____
10.	Pr + St + Su = _____

TABLE 8.27: Answers to Test Five

Words	Fill in the blanks
1. *independent*	[p] = *< p >*
2. *opportunity*	[p] = *<pp>*
3. *wrapper*	[p] = *<pp>*, [r] = *<wr>* and *<r>*
4. *observe*	Pr + St = *ob + serve*
5. *sufferers*	Pr + St + Su^1 + Su^2 = *sub + f + fer + er + s*
6. *illustrates*	Pr + St + Su = *in + l + lustrate + s*
7. *approached*	Pr + St + Suffix = *ad + p + proach + ed*
8. *succeeding*	Pr + St + Su = *sub + c + ceed + ing*
9. *substitute*	Pr + St = *sub + stitute*
10. *occurring*	Pr + St + Su = *ob + c + cur + r + ing*

8.18 Lesson Forty-two

Spelling [p] After Short and Long Vowels

1. Fill in the blanks with either 'long' or 'short':

In the vcc pattern the vowel will usually be _____ if it is stressed.

In the vcv pattern the vowel will usually be _____ if it is stressed.

In the vc# pattern the vowel will usually be _____ if it is stressed.

2. Underline the letters that spell [p] in each of the following words:

accept	escape	worship	occupy
aspirin	whisper	type	unwrap
pepper	chapter	glimpse	baptize
symptom	vapor	friendship	happiness

3. Find the closest vowel letter before the [p] in each word. Starting with that vowel, mark the pattern—either vcc, vcv, or vc#. In some of the words there is a consonant between the $< p >$ and the vowel.

There are _____ words with the pattern VCV.

There are _____ words with the pattern VC#.

There are _____ words with the pattern VCC.

4. Sort the sixteen words into the following matrix.

Words with the pattern . . .

	VCC	VCV	VC#
Words with a short vowel before the \<p\>			
Words with a long vowel before the \<p\>			

5. After a long vowel in the VCV pattern [p] is always spelled _____. After a short vowel in the VC# pattern [p] is always spelled _____. After a short vowel in the VCC pattern [p] is sometimes spelled _____ and sometimes it is spelled _____.

6. Sort the words with the VCC pattern into the following two groups:

Words with [p] spelled . . .

<pp>	<p>		

7. Be ready to discuss this question: Why does the second [p] in *pepper* and the [p] in *happiness* have to be spelled <pp> while [p] is spelled < p > in words like *aspirin* and *glimpse* ?

8.19 Lesson Forty-three

Words With <ple>and <pple>

1. Earlier you saw that with the spelling of [t] before the letters <le>there are two special smaller patterns that we called the **VCle** and the **VCCle** patterns, as in *title* and *tattle*.

In the VC*le* pattern, as in *title*, the vowel will be _____, but in the VCC*le* pattern, as in *tattle*, the vowel will be _____.

The VC*le* and VCC*le* patterns hold for words that have the letters <le>right after the sound [p]. Underline the letters that spell [p] in each word:

pineapple	cripple	sample	staple	ample
simple	ripple	temple	quadruple	maple
disciple	steeple	example	supple	people

2. Sort the fifteen words into this matrix:

	Words in which the [p] comes right after a . . .		
	consonant sound	long vowel sound	short vowel sound
Words with [p] spelled <p>:			
Words with [p] spelled <pp>:			

3. In words that have a [p] sound with <le>right after it, if the [p] comes right after a consonant or long vowel, the [p] is spelled _____. But if the [p] comes right after a short vowel sound, the [p] is spelled _____.

4. Sort the words with short vowels before the [p] into these two groups:

Words with [p] spelled . . .

<p>	<pp>

If there is a consonant between the short vowel and the [p], we only need a single < p > because the other consonant will fill out the VCC *le* pattern. But if there is no other consonant, we need both < p >'s.

5. In the VC*le* pattern the vowel is _____, but in the VCC*le* pattern the vowel is _____.

6. Two ways of spelling [p] are _____ and _____.

Word History. Although its name analyzes to *pine + apple,* a pineapple is neither pine nor an apple. In earlier centuries the word *apple* was often used to refer to fruit in general, and the word *pineapple* originally was used to refer to the fruit of the pine tree—that is, the pine cone. Later it was used to refer to the fruit from Hawaii because pineapples look very much like large pine cones.

8.20 Lesson Forty-four

Four More Suffixes: -

1. Each of these four suffixes changes a noun into an adjective. Notice that *knot* is a noun; it names a thing: "There is a knot in that board."

But if we add *-y* or *-less* to it, we get adjectives, words that describe nouns: "That board is knotty, but the other board is knotless." *Knotty* and *knotless* are adjectives describing the noun *board*.

2. Also, the word *man* is a noun: "He is a man." But if we add *-ful* or *-ly* to it, we get adjectives: "He is a manful person" and "He is a manly fellow." *Manful* is an adjective describing *person*, and *manly* is an adjective describing *fellow*.

3. The suffixes *-ful, -less, -ly*, and *-y* can be used to change _____ into _____.

4. Combine the nouns and suffixes below to make adjectives:

TABLE 8.28:

Noun	+ Suffix	= Adjective
doubt	+ less	=
doubt	+ ful	=
sleep	+ less	=
sleep	+ y	=
cheer	+ less	=
cheer	+ ful	=
cheer	+ y	=
weight	+ y	=
weight	+ less	=
thought	+ ful	=
thought	+ less	=
daughter	+ ly	=

5. Each of the following adjectives consists of a noun plus one of the four suffixes you've been working with in this lesson. Analyze each adjective into its stem noun and suffix:

TABLE 8.29:

Adjective	= Noun	+ Suffix
successful	=	+
delightful	=	+
tricky	=	+
sightless	=	+
worshipful	=	+
knightly	=	+
knotty	=	+
bottomless	=	+

TABLE 8.29: (continued)

Adjective	= Noun	+ Suffix
flavorful	=	+
twisty	=	+
syrupy	=	+
lovely	=	+
joyful	=	+
motherless	=	+
rightful	=	+
peppery	=	+
friendly	=	+
motherly	=	+

6. Four suffixes that turn nouns into adjectives are _____, _____, _____, and _____.

8.21 Lesson Forty-five

The Letter <v>After Short and Long Vowels

1. Earlier we saw that, except for the word *of*, the sound [v] is always spelled one way.

That way is _____.

One reason we have spellings with double letters like <pp>and < tt > is to mark the difference between long and short vowels:

<div align="center">

taped   tapped

vcv   vcc

later   latter

vcv   vcc

</div>

But since we don't regularly use <vv>, we have no way to mark short vowels before [v] the way we use <pp>and < tt > to mark them before [p] and [t] in words like *tapped* and *latter*. So the letter <v>cannot tell us whether the vowel in front of it is long or short.

2. Put a 'c' for "consonant" under the <v>in each of the following words. Then mark the letter right in front of the <v>and the letter right after the <v>with either another 'c' if it's a consonant or with a 'v' if it's a vowel:

avenue	arriving	driven	remove	novel
flavor	having	driver	woven	overtake
haven't	gives	shovel	several	civilized
haven	evening	improve	fever	lovely

3. You should have found that all twenty words have the same pattern. That pattern is _____.

4. Sort the twenty words into the following two groups:

Words in which the <v>comes right after a ...

short vowel:		long vowel:	

5. Usually in the pattern VCV the first vowel is _____. But do all of the words with <v>as the consonant in the pattern VCV have a long vowel right in front of the <v>? _____.

6. The word *ambiguous* means "to be indefinite; to have more than one possible meaning." Be ready to discuss this question: Why can we say that so far as long and short vowels are concerned, the letter <v>is ambiguous?

Word History. *Ambiguous* analyzes to *ambi̯ + ig + uous*. The prefix *amb(i)-* means "both." The base *ig* means "drive, lead, act." The suffix *-uous* forms adjectives with a meaning like "tending to." So *ambiguous* has a root meaning like "tending to drive both ways or act both ways, tending to wander around."

8.22 Lesson Forty-six

Review

1. Below you are given some words. For each word you are given a spelling feature – either the spelling of one of the sounds in the word or the presence of a silent final <e>. In the right hand column you should fill in the reason for the spelling feature – that is, the pattern or change that explains why the sound is spelled the way it is or the function of the silent final <e>in the word:

TABLE 8.30:

Word	Spelling Feature	Reason
example	[p] = < p >	*VCC **le** pattern*
immediate	[m] = <mm>	
knotty	[t] = < tt >	
immense	Silent final <e>	
shuttle	[t] = < tt >	
attempted	[t] = < tt >	
occurred	[r] = <rr>	
kidnapped	[p] = <pp>	
supporting	[p] = <pp>	
lose	Silent final <e>	
subscribe	Silent final <e>	
maple	Silent final <e>	

2. Analyze each of the following words into its elements according to the formula you are given for each one. 'Pr' = 'Prefix,' 'FrSt' = 'Free Stem,' 'BndSt' = 'Bound Stem,' and 'Su' = 'Suffix.' Remember that some stems consist of just a base. Be sure to show any changes that occur:

TABLE 8.31:

Word	Formula	Analysis
unfriendly	Pr + FrSt + Su	*un + friend + ly*
thoughtful	FrSt + Su	
unimpressive	$Pr^1 + Pr^2 + FrSt + Su$	
obtained	Pr + BndSt + Su	
rightfully	$FrSt + Su^1 + Su^2$	
indebted	Pr + FrSt + Su	
involved	Pr + BndSt + Su	
sufferers	$Pr + BndSt + Su^1 + Su^2$	
suffocate	Pr + BndSt + Su	
reappeared	$Pr^1 + Pr^2 + BndSt + Su$	
disputing	Pr + BndSt + Su	
sleepiest	$FrSt + Su^1 + Su^2$	

3. Combine the following elements into words. Be sure to show any changes that occur:

TABLE 8.32:

Elements	Word
dis + ad + vantage + ed	
in + de + pend + ence	
in + sist + ed	
in + sub + fice + ient	
un + wrap + ed	
ad + sign + ment + s	
in + sign + i + fic + ant	
sub + gest + ion + s	
ear + ly + est	
ob + case + ion + al	
de + light + ful + ly	
in + lustr + ate + ion	

8.23 Lesson Forty-seven

Review

1. Analyze each of the following words enough to show all of the suffixes and prefixes they contain. Show any changes:

TABLE 8.33:

Word	Analysis
misadvised	
unsuccessful	
impresses	
insane	
reoccurred	
typists	
gentlest	
regularize	
friendlier	
frightens	
thoughtless	
naughtier	
affection	
subtracting	
informers	
invisible	
oppressive	
escapist	
happiest	
vaporized	
lovelier	
lengthening	
rightful	
pointlessness	
cheery	
unassisted	
suggests	
offense	
opportunist	
simplest	
individualize	
motherly	
moistened	
flavorful	
sightless	

TABLE 8.33: (continued)

Word	Analysis
knotty	

2. Sort the words into the following groups:

Words with the prefix . . .				
ad-	**in-¹ "not"**	**in-² "in"**	**ob-**	**sub-**

Words with the suffix . . .			
-en	**-est**	**-ful**	**-ist**

Words with the suffix . . .			
-ize	**-less**	**-ly**	**-y**

3. Among the words above you should be able to find at least four that contain each of the following things:

TABLE 8.34:

An example of changing <y>to < i >':	An example of deleting silent final <e>:	A prefix or suffix other than the ones listed above:

8.24 Lesson Forty-eight

Test Six

TABLE 8.35:

Words	Analysis
1.	Prefix + Stem + Suffix: _____
2.	Prefix + Stem + Suffix: _____
3.	Prefix + Stem + Suffix: _____
4.	Prefix + Stem + Suffix: _____
5.	Stem + Suffix + Suffix: _____
6.	Prefix + Stem + Suffix: _____
7.	Stem + Suffix + Suffix: _____
8.	Stem + Suffix + Suffix: _____
9.	Prefix + Stem + Suffix: _____
10.	Stem + Suffix: _____

TABLE 8.36: Answers to Test Six

Words	Fill in the blanks
1. *applied*	Prefix + Stem + Suffix: *ad̸ + p + ply̸ + i +ed*
2. *suggested*	Prefix + Stem + Suffix: *sub̸ + g + gest + ed*
3. *informers*	Prefix + Stem + Suffix + Suffix: *in + form + er + s*
4. *opposites*	Prefix + Stem + Suffix: *ob̸ + p + posite + s*
5. *typists*	Stem + Suffix + Suffix: *type̸ + ist + s*
6. *unhappiest*	Prefix + Stem + Suffix: *un + happy̸ + i + est*
7. *lovelier*	Stem + Suffix + Suffix: *love + ly̸ + i + er*
8. *frightening*	Stem + Suffix + Suffix: *fright + en + ing*
9. *unsuccessful*	Prefix + Stem + Suffix: *un + sub̸ + c + cess + ful*
10. *thoughtless*	Stem + Suffix: *thought + less*

CHAPTER **9**   **Student 05-Lesson 1-24**

Chapter Outline

9.1 Lesson One

Review of Elements and Simple Addition

1. **Elements** are the smallest parts of written words that add meaning to the words. There are three kinds of elements: **prefixes**, **bases**, and **suffixes**.

Prefixes are elements that go at the front of words and cannot stand free as words. *Un-* and *re-* are prefixes in the words *unfriendly* and *respected*.

Bases are elements that carry the core of the word's meaning and can have prefixes and suffixes added at the front and back.

Free bases are bases that can stand free as words, like the bases *friend* and *doubt* in the words *unfriendly* and *undoubted*.

Bound bases are bases that cannot stand free as words, like the bases *sist* and *rupt* in the words *resisted* and *disrupted*.

Suffixes are elements that go at the end of words and cannot stand free as words. In the words *unfriendly* and *respected*, *-ly* and *-ed* are suffixes.

2. **The Rule of Simple Addition**. Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

3. Add the following prefixes and suffixes to the free bases. All of the elements combine by simple addition:

TABLE 9.1:

Prefix	+ Free Base	+ Suffix	= Word
un	+ suit	+ ed	= *unsuited*
ad	+ dict	+ ion	=
dis	+ turb	+ ing	=
in	+ clude	+ s	=
dis	+ arm	+ ed	=
mis	+ judge	+ ment	=
com	+ fort	+ able	=
in	+ vest	+ ment	=
ex	+ ceed	+ s	=
com	+ mon	+ ly	=

4. **Stems**. When we take prefixes or suffixes away from a word, the part that is left over is called the **stem**. So if we took the *re-* away from the word *repaying*, we would have the word *paying* left over — and that leftover part is called the stem. If we took the suffix *-ing* away from *repaying*, the stem would be *repay*. If we took the prefix *re-* away from *repay*, the stem would be *pay*, which is also a free base.

We also use the word *stem* to refer to the element or string of elements to which we are going to add prefixes or suffixes. If we added the suffix *-ing* to the word *repay*, we would say that *repay* was the stem of the new word, *repaying*.

So the word *stem* can be used to refer to the element or string of elements that is left over after prefixes and suffixes are taken away, and it can be used to refer to an element or string of elements to which we are going to add prefixes or suffixes. Some stems are **free**, and some stems are **bound**. For instance, if we take away the suffix from the word *resisting*, we get the free stem *resist*. But if we take away the prefix from *resisting*, we get the bound stem *sisting*, for we do not have a word in English spelled <sisting>.

Some stems do not contain prefixes or suffixes, but every stem must contain at least one base. And some stems contain only a base.

5. Analyze these words into the elements and stems described for each:

TABLE 9.2:

Word	= Analysis
uncomfortable	= Prefix + prefix + free base + suffix _____
include	= Prefix + bound base _____
exceeding	= Prefix + bound base + suffix _____
addicts	= Prefix + bound base + suffix _____
uncommon	= Prefix + prefix + bound base _____
unsuitable	= Prefix + free base + suffix _____
jewelers	= Free base + suffix + suffix _____
dewy	= Free base + suffix _____
misjudges	= Prefix + free stem _____
regrouping	= Prefix + free base + suffix _____
compels	= Prefix + bound base + suffix _____
rearming	= Prefix + free base + suffix _____
reinvested	= Prefix + prefix + free base + suffix _____
refreshments	= Prefix + bound stem _____
undisturbed	= Prefix + prefix + bound stem _____

Word History. The *vest* that refers to a sleeveless shirt-like garment is the same free base that is in *investment*. It comes from a Latin word that meant "garment, clothing." The connection appears to be that when you invest money, you put it a new form, as if you were clothing it in a new cover. Notice that we still speak of "covering" someone's bet, which is itself a kind of investment.

9.2 Lesson Two

Review of Twinning and Silent Final <e>Deletion

1. **Twinning Rule**. You twin the final consonant of a stem that has one vowel sound whenever you add a suffix that starts with a vowel and the stem ends CVC. You twin the final consonant of a word that has two or more vowel sounds whenever you add a suffix that starts with a vowel and the stem ends CVC and the stem has strong stress on the final vowel before and after you add the suffix.

2. Combine the following stems with their suffixes. Some combine by simple addition and some with twinning. Show any cases of twinning. Be ready to explain why twinning does or does not occur in each case:

TABLE 9.3:

Stem + Suffix	= Word
compel + *l* + ing	= *compelling*
debt + or	=
slam + ed	=
god + ess	=
cruel + est	=
god + ly	=
rumor + ed	=
knit + ing	=
permit + s	=
collect + ed	=
build + ing	=
exhibit + ed	=
admit + ing	=
twin + ing	=
foreign + er	=
develop + ing	=
boot + ed	=
blossom + ed	=
chew + y	=
ruin + ed	=

3. **Silent Final <e>Deletion Rule**. You delete a final <e>that marks a soft <c>or soft <g>when you add a suffix that begins with the letters <e>, $< i >$, or <y>. You delete all other silent final <e>'s whenever you add a suffix that starts with any vowel.

4. Combine the following stems and suffixes. Some combine through simple addition and some with final <e>deletion. Show any final <e>'s that are deleted as we have done with the first one:

TABLE 9.4:

Stem + Suffix	= Word
los¢ + er	= *loser*

TABLE 9.4: (continued)

Stem + Suffix	= Word
bruise + es	=
collapse + ing	=
influence + ed	=
juice + y	=
acknowledge + ing	=
acknowledge + able	=
routine + ly	=
cruise + ing	=
loose + ness	=
costume + er	=
continue + ous	=
nonsense + ic + al	=
clothe + ing	=
absolute + ly	=
commerce + ial	=
balance + able	=
nuisance + es	=
collide + ing	=
loose + en	=
choose + y	=
overdose + ed	=
accommodate + ion	=

9.3 Lesson Three

Review of Assimilation

1. When prefixes are added to stems, usually they are simply added to the stem with no changes in spelling: *re + paint = repaint* and *sub + tract = subtract*. This process is called **simple addition**.

But sometimes the last letter of the prefix changes to spell the same sound as the first letter of the stem: *sub + pose = sub̸ + p + pose = suppose* and *in + legal = in̸ + l + legal = illegal*. This process is called **full assimilation.**

Sometimes the last letter of the prefix changes to spell a sound more similar to, but not entirely the same as, the first sound in the stem: *in + possible = in̸ + m + possible = impossible*. This process is called **partial assimilation.**

Both full and partial assimilation make the word easier to say.

2. All of the following words start with some form of one of the following prefixes: ad-, in-[1] "not", *in-*[2] "in", *ob-*, and *sub-*. Analyze each word into its prefix and stem. Sometimes the prefix and stem combine through simple addition, and sometimes they combine with either partial or full assimilation. Be sure your analysis shows any assimilation that takes place:

TABLE 9.5:

Word	= Prefix + Stem
illegal	= *in̸ + l + legal*
object	=
influence	=
subject	=
adjective	=
assign	=
supposed	=
illiteracy	=
opposite	=
immune	=
innocent	=
immigrant	=
immediate	=

3. Now try some the other way around. Combine each prefix and stem. In your analysis. Show any assimilation that takes place, as we have done with the first one:

TABLE 9.6:

Prefix + stem	= Analysis	= Word
ad + nex	= *ad̸ + n + nex*	= *annex*
ad + commodate	=	=
sub + gest	=	=
in + literate	=	=
ob + position	=	=

TABLE 9.6: (continued)

Prefix + stem	= Analysis	= Word
in + mortal	=	=
in + prove	=	=
ob + struct	=	=
in + struct	=	=
sub + mit	=	=
ad + mitted	=	=
in + balance	=	=
ad + dress	=	=
ad + tenance	=	=
ob + portunity	=	=
sub + fering	=	=

4. Two words that contain full assimilation are _____ and _____.

5. Two words that contain partial assimilation are _____ and _____.

Word History. The bound base *mune* in *immune* is closely related to the bound base *mon* in *common*. They both mean "duties, office" or "performing duties or services." To be immune originally meant to be free of responsibility for civic duties. The word *commune* has the same prefix as *common* and the same base as *immune*.

9.4 Lesson Four

The Prefix

1. Many words contain some form of the prefix *com-*. The <m>in *com-* often assimilates when it is added to certain stems.

The first three letters in each of the following words are some form of the prefix *com-*. Sometimes the <m>has assimilated and sometimes it has not. Analyze each word into its prefix plus stem and show any assimilation that has taken place.

TABLE 9.7:

Word	= Prefix + Stem
correspond	= *com̸ + r + respond*
combine	=
companion	=
collapse	=
connect	=
committee	=
correct	=
commercial	=
collect	=
college	=
community	=
company	=

2. Sort the words into these two groups:

Words in which the <m> in *com-* . . .

assimilated:		did not assimilate:	

3. Now sort the six words in which the <m>did not assimilate into these two groups:

Words in which there is . . .

<mm>		no <mm>	

4. And now sort the six words in which the <m>assimilated into these three groups:

Words in which the <m> changed to . . .

<n>	<l>	<r>

CrossWords. This crossword contains twelve words that contain some form of the prefix *com-*:

Across

2. Pal

3. Working group

4. Gather

7. Link together

8. Neighborhood

9. Cave in

Down

1. Agree with

3. School after high school

4. Mix together

5. TV advertisement

6. Not wrong
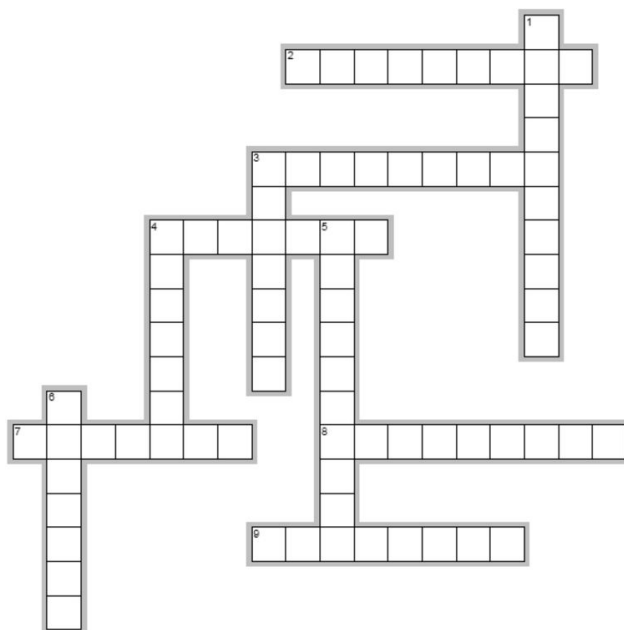
9.5 Lesson Five

The Prefix

1. In an earlier lesson we saw that sometimes the <n> in the prefix *in-* changes to an <m> even though the first letter of the stem is not an <m>. An example is the word *impression: in̸ + m + pression*. This is called **partial assimilation**. The prefix *com-* does a similar thing:

In most of the words with *com-* the <m> changes to an <n>, even when the stem does not start with an <n>. This partial assimilation of <m> to <n> still makes the word easier to say.

2. The first three letters in each of the following words are some form of *com-*. Sometimes it has assimilated partially by changing <m> to <n>, and sometimes it has not. Analyze each word to show what happened when *com-* was added to the stem in that word:

TABLE 9.8:

Words	= Prefix + Stem
consist	= *com̸ + n + sist*
conduct	=
conversation	=
commission	=
compare	=
confidence	=
composition	=
consent	=
confession	=
content	=
commerce	=
congress	=
conceal	=
confront	=
continue	=

3. Now sort the fifteen words into these two groups:

Words in which the <m> ...

assimilated partially			did not assimilate at all

☞ !!! ☜

Word Change. Make the changes called for by the instructions and fill in the blank in the final sentence:

TABLE 9.9:

Instructions	Words
1. Write the word *college*.	1.
2. Change the fourth consonant in the word to the second consonant in the alphabet. Then change the second <e>in the word to the letter that comes between < s > and < u > in the alphabet.	2.
3. Change the third and fourth letters in the word to the letters that come two places after them in the alphabet.	3.
4. Change the third and fourth letters in the word to the letters that come four places after them in the alphabet.	4.
5. Change the second consonant in the word to the letter that comes between <m>and <o>in the alphabet. Then change the third consonant in the word to the third consonant in the alphabet. And then change the <e>to < u >.	5.
6. Change the base of the word to <sist>.	6.
7. Change the second vowel in the word to the second vowel in the alphabet. Change the fourth consonant in the word to <n>.	7.

If you followed the instructions just right, your solution is _____.

9.6 Lesson Six

More Words With

1. Here are twelve more words, all starting with some form of the prefix *com-*. Analyze each word into prefix plus stem —— and show any assimilations that take place:

TABLE 9.10:

Word	= Prefix + Stem
contents	= *com + n + tents*
completely	=
confident	=
compel	=
contain	=
compare	=
correspond	=
construct	=
communities	=
contract	=
continent	=
collapsed	=

2. Sort the twelve words into these two groups:

Words in which the <m> . . .

assimilated either partially or fully:		did not assimilate at all:

3. The word *accommodate* contains an assimilated form of the prefix *ad-*, plus the prefix *com-*. Analyze it into its two prefixes and stem:

TABLE 9.11:

Word	= Prefix[1]	+ Prefix[2]	+ Stem
accommodate	=	+	+

4. The prefix *com-* means "with" or "together." Each of the following words consists of some form of *com-* plus a base. In the right hand column we give you the meaning of each base. You should be ready to discuss how you think the meaning of the prefix and the base go together to lead to the meaning of each word:

TABLE 9.12:

Word	Base and Its Meaning
contract	*tract* = "Draw, pull"
collect	*lect* = "Choose, gather, read"
connect	*nect* = "Bind"
contain	*tain* = "Hold"
compare	*pare* = "Equal"
compel	*pel* = "Push, drive, strike"
construct	*struct* = "Pile up"
collide	*lide* = "Strike"
contact	*tact* = "Touch"
conduct	*duct* = "Lead, bring"
combine	*bine* = "Two by two, two each"

9.7 Lesson Seven

How Do You Spell [ū], Long 'oo'?

1. You can hear long 'oo', [ū], in the word *crude*. Long 'oo' is usually spelled with a $< u >$ or an <o>. Underline the letters that are spelling [ū] in the following words:

truly	blue	suicide	resume	lose	ruble
avenue	including	influence	nuclear	to	shoe
student	absolutely	statue	conclusion	cruel	ruin
glue	introduce	junior	consumer	two	conclude
canoe	solution	stupid	costume	numerous	approve
who	assume	improve	exclude	rumor	opportunity

2. Now sort the words into the following two groups:

Words with [ū] spelled ...

<u>			<o>

3. You have worked with three patterns that have long vowels at their beginning: VCV, V*e*#, and VC*le*. Sort the words in Item 1 into the following groups:

Words with VCV strings in which [ū] is spelled . . .

<u>			<o>

4.

Words with [ū] spelled <u> in the V*e*# pattern . . .

5.

Words with [ū] spelled <o> in the V*e*# pattern . . .

6.

Words with [ū] spelled <u> in the VC*le*# pattern . . .

7. There are two other patterns that have long vowels at their heads. The first one is written V#: When <e>, $<$ i $>$, <o>, $<$ u $>$, or <y>are the last letter in a word, they spell a long sound. Find the three words in your list of [ū] words that fit the V# pattern:

Words with [ū] in the V# pattern . . .

6. The second new pattern is quite different from any of the others: When two separate vowel sounds come one right after the other, the first vowel sound will be long - as in words like *lion* and *cruel* with long $<$ i $>$ and long 'oo'. We write this pattern V.V. The dot between the V's reminds us that the vowel letters are spelling two separate vowel sounds.

Words with [ū] in the V.V pattern . . .

7. So far you have worked with eight vowel patterns: VCV, VCC, VC#, VC*le*, VCC*le*, V#, V*e*#, and V.V. Sort the eight patterns into these two groups:

**Patterns that have
first vowels that are . . .**

short	long

9.8 Lesson Eight

Digraph Spellings of Long 'oo'

1. You have seen that the long 'oo' sound, [ū], is often spelled < u > or <o>. It is also often spelled with combinations of two vowel letters. When two vowel letters work together as a team to spell a single vowel sound, they are called a **digraph**. In all but three of the following words [ū] is spelled with vowel digraphs. Underline the letters that spell [ū]:

choose	through	loose	juice	knew	poodle
suicide	too	you	suit	mood	boots
coupon	bruise	threw	avenue	lose	dew
goose	groups	noodles	cruise	proof	routine
chews	nuisance	smooth	cougar	jewel	brood

2. Sort the words into these groups:

Words in which [ū] is not spelled with a digraph . . .

TABLE 9.13: Words in which [ū] is spelled with the digraph . . .

<oo>	<ou>	<ui>	<ew>

3. You have worked with six ways of spelling [ū]. Write them below and give at least one word that contains each spelling:

TABLE 9.14:

Spellings of [ū]	Example Words

4. You have learned eight patterns, like VCC and VCV, for marking long and short vowels. Unfortunately, although these patterns are very useful when vowels are spelled by single letters, they are not useful when vowels are spelled with vowel digraphs. So vowel patterns like VCC and VCV cannot help when you are spelling vowel sounds with digraphs. But there are other kinds of patterns that can help, as we'll see in the next lesson.

☞ !!! ☜

Word Venn. All of the following words contain the sound [ū]. Into circle A put only those words that contain a digraph spelling of [ū]. Into circle B put only those words that contain an instance of final <e>deletion. Inside the rectangle but outside the circles put any other of the words in the list:

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approval	cougar	including	loosen
assumed	coupon	jewelry	nuisance
bruising	cruiser	juicy	ruble
choosy	glued	junior	rumor
consumer	improve	knew	shoe
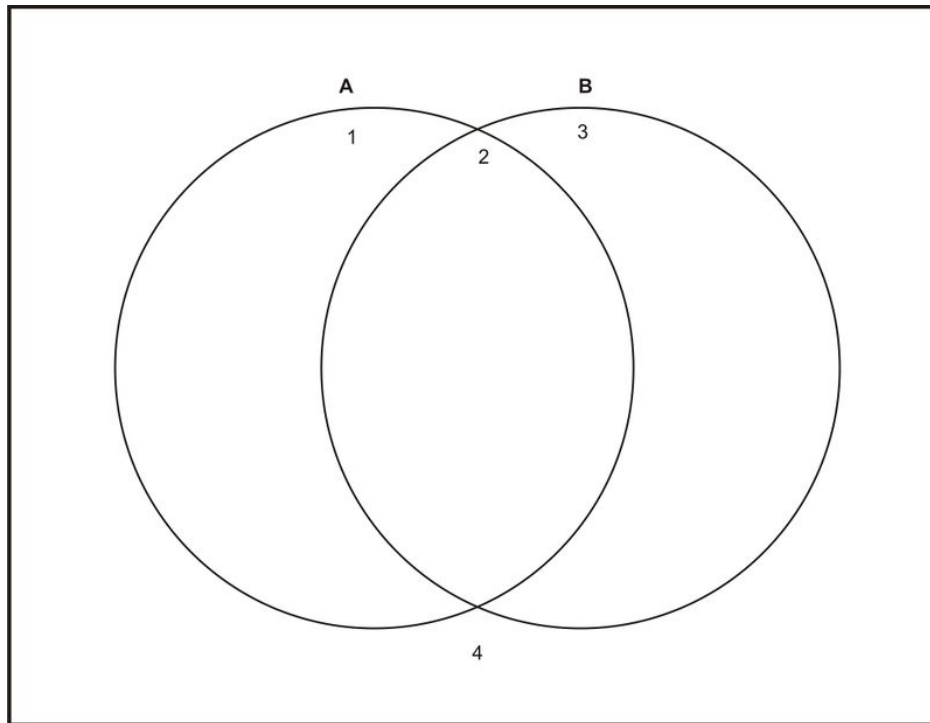
9.9 Lesson Nine

Homophones with [ū]

1. Underline the letters that spell [ū] in the following words:

lose	choose	chews	to	loose
blew	two	student	new	you
too	yew	through	truly	shoes
shoos	knew	blue	threw	suicide

2. In English we have many cases of two or more words that sound the same even though they mean different things and are spelled differently. Such words are called **homophones**. The base *homo* means "same," and the base *phone* means "sound." So homophones have the same sound, but different meanings and spellings. Several homophones contain the sound [ū]. The list above contains one set of three homophones, three words that sound the same but are spelled differently. Find them and write them here:

3. The list contains six pairs of words that are homophones. Write the six pairs here:

TABLE 9.15:

Word #1	Word #2
blew	*blue*

4. When you are trying to keep the different spellings of homophones clear in your mind, it helps to put them into groups. For instance, in the *to*, *too*, *two* set, it helps to remember that *two* is related to other words with the meaning "two," like *twice*, *twin*, and *twelve*. Remembering that set can help you remember the <w>in *two*.

And sometimes you simply have to think of little tricks that can help. For instance, in the *to*, *too* set the word *too* has an extra <o>. It has one **too** many <o>'s.

Be ready to discuss these questions:

What words are *threw*, *knew*, and *blew* related to that can help you remember the <w>?

Can you think of other patterns or tricks to help you with the homophones *choose* and *chews*? *You* and *yew*? *Shoes* and *shoos*?

5. Pairs like *loose* and *lose* are not pronounced the same so they are not quite homophones, but they are enough alike in sound and spelling to be confusing. It can help to remember that *lose* is related to *lost*. If you lose something, it is lost. And both *lose* and *lost* contain just one <o>. It might help, too, to remember that *loose* rhymes with *goose*; you will probably find it easier to remember the <oo>in *goose*.

☞ !!! ☜

Word Find. "H" is for *homophone*. This Find gives you a chance to work some more with homophones that contain the sound [ū]. We give you clue words. In the puzzle you are to find the homophones for the clue words. There are twenty clue words but twenty-two homophones in the puzzle because two of the clue words, *due* and *to*, have two homophones each rather than just one. Here are the clues. We've given you a start:

threw√	shoos	crews	rued
new	flu	crewed	due
chews	roomer	brews	to
blew	tooter	brewed	route [rūt]
yew	you'll	mooed	slough [slū]

```
u  m  o  r  b        o  u  t  m  o
o  o  u  u  r        b  r  o  o  d
u  r  t  m  u        i  w  o  o  o
e  u  u  r  i        o  c  y  d  o
t  m  t  u  s        u  h  o  e  w
t  o  o  i  e  t  h  r  o  u  g  h
h  r  r  o  o  t  o  d  o  e  c  g
r  o  u  g  s  h  o  e  s  w  r  h
o  o  r  c  r  u  i  s  e  e  u  s
u  t  w  o  u  s  h  o  s  y  d  l
h  u  b  u  i        o  i  u  e  e
g  i  l  d  f        p  f  l  e  w
h  o  u  e  l        e  u  e  o  o
k  n  e  w  w        r  r  u  d  e
o  o  m  r  o        c  h  o  o  e
```
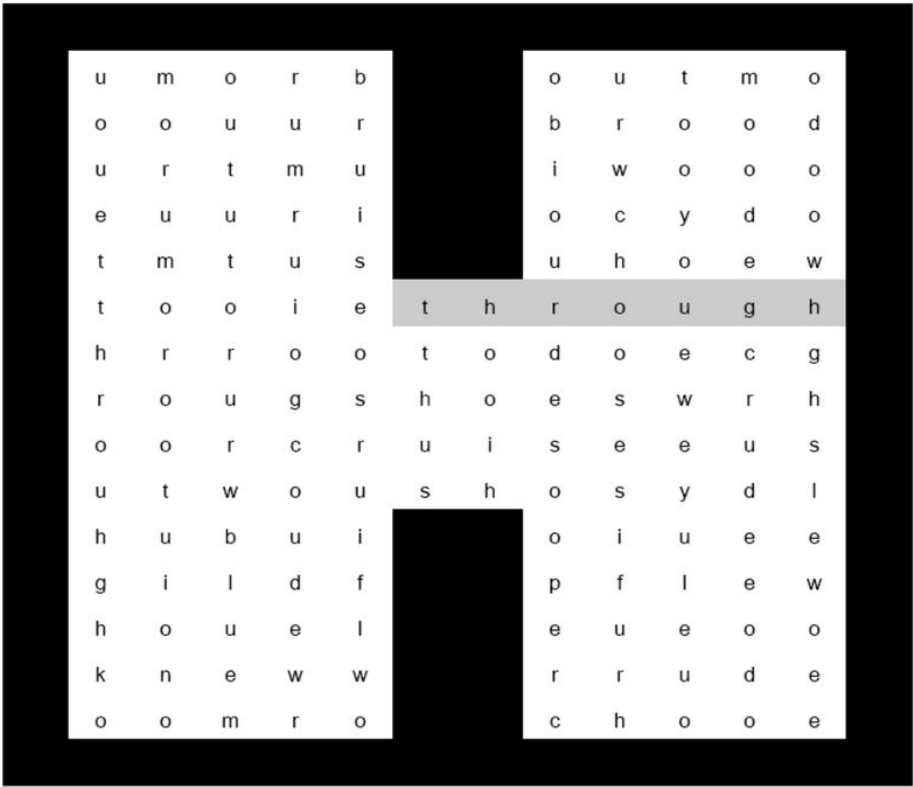
After you have found as many of the homophones as you can, write them in alphabetical order:

1.	7.	13.	19.
2.	8.	14.	20.
3.	9.	15.	21.
4.	10.	16.	22.
5.	11.	17.	
6.	12.	18.	

9.10 Lesson Ten

Test One

TABLE 9.16:

Words	Analysis
1.	[ū] = _____ Free base + suffix = _____
2.	Prefix + Bound base + suffix = _____
3.	[ū] = _____
4.	[ū] = _____ Free base + suffix = _____
5.	[ū] = _____
6.	[ū] = _____ Free base + suffix = _____
7.	[ū] = _____ Free base + suffix = _____
8.	Prefix + bound base + suffix = _____
9.	[ū] = _____ Free base + suffix = _____
10.	Prefix + bound base + suffix = _____

TABLE 9.17: Answers Test One

Words	Fill in the blanks
1. *loser*	[ū] = *<o>* Free base + suffix = *los¢ + er*
2. *collected*	Prefix + Bound base + suffix = *com + l + lect + ed*
3. *through*	[ū] = *<ou>*
4. *looser*	[ū] = *<oo>* Free base + suffix = *loos¢ + er*
5. *rumors*	[ū] = *< u >*
6. *chooses*	[ū] = *<oo>* Free base + suffix = *choos¢ + es*
7. *chewy*	[ū] = *<ew>* Free base + suffix = *chew + y*
8. *connecting*	Prefix + bound base + suffix = *com + n + nect + ing*
9. *shoes*	[ū] = *<o>* Free base + suffix = *shoe + s*
10. *compelling*	Prefix + bound base + suffix = *com + pel + l + ing*

9.11 Lesson Eleven

The Prefix

1. Each of the following words contains the prefix *ex-*. Analyze each word into its prefix, base, and suffix. We've given you a hand here and there:

TABLE 9.18:

Word	= Prefix	+ Base	+ Suffix
exacting	=	+	+
expanded	=	+	+
excitement	=	+	+ *ment*
explorer	=	+	+
excluding	=	+	+
exclaiming	=	+	+
exposure	=	+	+ *ure*
excluded	=	+	+
expertise	=	+	+ *ise*
extender	=	+	+

2. A base that can stand free as a word is called a _____. A base that cannot stand free as a word is called a _____. In the word *exacting, act* is a free base, but in the word *expanded*, *pand* is a bound base because _____

3. *Ex-* means "out, out of, from." In the right-hand column below you are given the meaning of the bound base in each word. Analyze each word into its three elements and be ready to discuss how the meanings of the prefix and the bound base lead to the meaning of the word:

TABLE 9.19:

Word	= Prefix	+ Bound Base	+ Suffix	Meaning of Base
excepted	=	+	+	"take, seize"
excesses	=	+	+	"go, withdraw"
exceeding	=	+	+	"go, withdraw"
exhibits	=	+	+	"hold, possess, have, handle"

4. All of the words in each of the following four sets contain the same bound base. Each word also contains a prefix and a suffix. Analyze each word in each set into prefix plus bound base plus suffix. Show any assimilation.

	Word	= Prefix	+ Bound Base	+ Suffix
Set #1	prohibited	=	+	+
	inhibiting	=	+	+
	exhibition	=	+	+
Set #2	proceeded	=	+	+
	succeeds	=	+	+
	exceeding	=	+	+
Set #3	recesses	=	+	+
	successes	=	+	+
	accessed	=	+	+
Set #4	concepts	=	+	+
	accepted	=	+	+
	reception	=	+	+
	intercepted	=	+	+

9.12 Lesson Twelve

More About the Prefix

1. In the words you have worked with so far the prefix *ex-* has always been spelled <ex>. But when *ex-* is added to a stem that starts with an <f>, the <x>assimilates to an <f>. In many other words the <x>is deleted and nothing is put in its place. This partial assimilation makes pronunciation easier.

Each of the following words begins with some form of the prefix *ex-*. Analyze each one into its prefix and stem. Show any assimilation that take place:

TABLE 9.20:

Word	= Prefix	+ Stem
exclaiming	=	+
effective	=	+
editor	=	+
exhibited	=	+
elaborate	=	+
emerging	=	+
emotional	=	+
evidently	=	+
efficient	=	+
elections	=	+
enormous	=	+
excitement	=	+

2. Usually *ex-* assimilates only partially, by just deleting the <x>. It often does so with stems with which other prefixes assimilate fully to make a double consonant. So though we have *elect* with a single <l>, we have *collect* with <ll>because of full assimilation:

$$elect = e\!\!\not x + lect, \text{ with } <1>$$
$$collect = co\!\!\not m + l + lect, \text{ with } < ll > .$$

Here are some other pairs like *elect* and *collect*. In each pair the first word contains an assimilated form of the prefix *ex-*. The second word contains a different prefix. Both words in each pair contain the same stem. Analyze each word into its prefix plus stem. Then underline any double consonants:

TABLE 9.21:

Word	= Prefix	+ Stem
election	= *e$\not x$*	+ *lection*
co<u>ll</u>ection	= *co$\not m$ + l*	+ *lection*
emotion	=	+
commotion	=	+

TABLE 9.21: (continued)

Word	= Prefix	+ Stem
immigrate	=	+
edicts	=	+
addicts	=	+
eminent	=	+
imminent	=	+
erected	=	+
corrected	=	+
elapsed	=	+
collapsed	=	+
edition	=	+
addition	=	+
eroding	=	+
corroding	=	+

3. Usually when *ex-* is added to a stem that starts with $< s >$, an unusual assimilation takes place. For example, in the word *expect* the base is actually *spect*, the same base that is in *inspect* and *respect*. But in *expect* the $< s >$ is deleted: *ex* + *s̸pect*. All of the following words have this same unusual assimilation. Analyze each one into prefix plus stem, showing the $< s >$-deletion:

TABLE 9.22:

Word	= Prefix	+ Stem
expect	= *ex*	+ *s̸pect*
exist	=	+
expire	=	+
executive	=	+
exertion	=	+
extinct	=	+
extant	=	+
extinguisher	=	+
exude	=	+

9.13 Lesson Thirteen

Work with Bound Bases

1. **Elements** are the smallest parts of written words that add meaning to the words. There are three kinds of elements: **prefixes**, **bases**, and **suffixes**.

Prefixes are elements that go at the _____ of words and (can/cannot) stand free as words. In the words *unpainted* and *insisting* _____ and _____ are prefixes.

Suffixes are elements that go at the _____ of words and (can/cannot) stand free as words. In the words *unpainted* and *insisting* _____ and _____ are suffixes.

Bases are elements that carry the core of the word's meaning. In the words *unpainted* and *insisting* ___ and _____-_____ are bases. **Free bases** are bases that _____. **Bound bases** are bases that _____. Is the base in the word *unpainted* free or is it bound? _____. Is the base in the word *insisting* free or is it bound? _____.

2. Each of the following words consists of a prefix and a bound base. You have worked with all of the prefixes in previous lessons. You should find five different bound bases. Analyze each word into its prefix and bound base, showing any assimilation:

TABLE 9.23:

Word	= Prefix	+ Bound Base
accept	= *ad* + c	+ *cept*
effect	=	+
commit	=	+
infect	=	+
resume	=	+
submit	=	+
affect	=	+
subsume	=	+
admit	=	+
except	=	+
concept	=	+
consume	=	+
include	=	+
emit	=	+
conclude	=	+
assume	=	+
exclude	=	+

3. Each of the following words consists of a prefix, a bound base, and a suffix. The bound bases are the same ones you just worked with. Some of the prefixes and suffixes may be new to you. Don't let that bother you. Analyze each word. Show any assimilation and other changes that occur when prefixes and suffixes get added to the bases:

TABLE 9.24:

Word	= Prefix	+ Bound Base	+ Suffix
emitted	=	+	+
intercepting	=	+	+
secluded	=	+	+
transmitter	=	+	+
consumer	=	+	+
perfectly	=	+	+
affection	=	+	+
reception	=	+	+

☞ !!! ☜

Word Pyramids. The word hidden in this pyramid contains a bound base that you've worked with in this lesson. The base is four letters long. The hidden word also contains an assimilated prefix and a final 'e' deletion. In steps two through four, analyze the stems so as to show the assimilation and 'e' deletion.
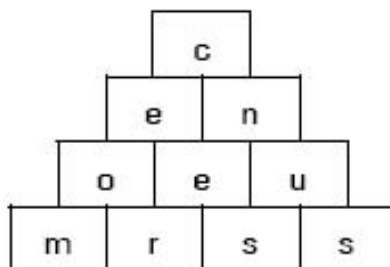
Description of Stem	Stem	Analysis of Stem
1. Bound base		
2. Prefix + bound base		
3. Prefix + bound base + suffix[1]		
4. Prefix + bound base + suffix[1] + suffix[2]		

9.14 Lesson Fourteen

The Prefixes

1. The prefix *ob-* usually adds the meaning "to, toward, on, over, or against." The $< b >$ in *ob-* assimilates fully or partially when *ob-* is added to certain stems. Analyze each of these words as instructed. Each word starts with a form of *ob-*:

TABLE 9.25:

Word	= Prefix	+ Stem
offer	=	+
object	=	+
obstruct	=	+
opportunity	=	+
occur	=	+
omit	=	+
omission	=	+

2. The prefix *dis-* usually means either "lack of, not" as in *disorder* and *dishonest*, or "removal, reversal" as in *disassemble*. Usually the prefix *dis-* is added to a stem by simple addition, but sometimes the $< s >$ assimilates fully or partially. Each of the following words contains some form of the prefix *dis-*. Analyze each word as instructed:

TABLE 9.26:

Word	= Prefix	+ Stem
discontent	=	+
difficult	=	+
discomfort	=	+
directing	=	+
divides	=	+
discontinue	=	+
division	=	+
omission	=	+
disproof	=	+
divorced	=	+
disappoint	=	+

3. Each of the following words contains a bound base and a prefix. Some contain a suffix. Analyze each word:

TABLE 9.27:

Word	= Analysis
convict	=
addicted	=
exploring	=

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TABLE 9.27: (continued)

Word	= Analysis
congress	=
correct	=
suggest	=
objects	=
respectful	=
indictment	=
adjective	=
announcer	=
instructing	=
collected	=
suffering	=
elects	=
editor	=
consisting	=

4. The bound base *spect* means "look at, see." Sometimes when prefixes are added to *spect* unusual assimilations take place. Each word contains the bound base *spect* Analyze each word into its prefix and stem:

TABLE 9.28:

Word	= Prefix	+ Stem
suspect	=	+
prospect	=	+
aspect	=	+
inspect	=	+
respect	=	+
perspective	=	+
expect	=	+

9.15 Lesson Fifteen

Practice with Prefixes, Suffixes, and Bound Bases

1. Each of the following words contains a bound base. Some have two prefixes, some have only one. Some have two suffixes, some only one. Some of the prefixes and suffixes may be new to you, but you have worked with all of the bound bases. Analyze each word into all of its elements, and show any changes that take place when the elements combine:

TABLE 9.29:

Word	= Analysis
suffering	=
effective	=
committee	=
prohibited	=
admittedly	=
divorcing	=
offering	=
announcer	=
unassuming	=
excessively	=
immigrate	=
correcting	=
included	=
mispronounced	=
disrespectfully	=
constructing	=
uncollected	=
misconceptions	=
uncommitted	=
ineffectively	=

☞ !!! ☜

Word Trace. In this trace you can combine prefixes and bound bases to make sixteen words. Remember that the boxes with rounded corners are condition boxes and that you can only go through a condition box if you satisfy the condition written in it. Watch for cases of assimilation.
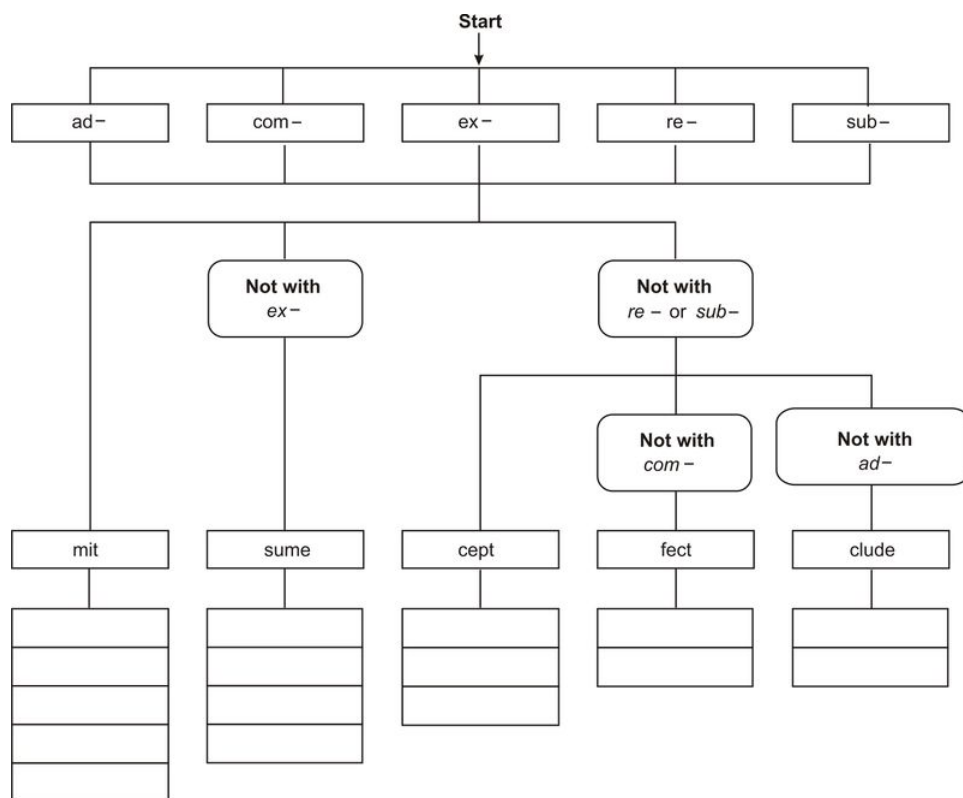
accept (5:15:2)

admit (5:15:1)

admittedly (5:15:1)

affect (5:15:2)

announcer (5:15:1)

assume (5:15:2)

commit (5:15:2)

committee (5:15:1)

concept (5:15:2)

conclude (5:15:2)

constructing (5:15:1)

consume (5:15:2)

correcting (5:15:1)

disrespectfully (5:15:1)

effect (5:15:2)

effective (5:15:1)

emit (5:15:2)

except (5:15:2)

excessively (5:15:1)

exclude (5:15:2)

immigrate (5:15:1)

included (5:15:1)

ineffectively (5:15:1)

misconceptions (5:15:1)

mispronounced (5:15:1)

offering (5:15:1)

prohibited (5:15:1)

remit (5:15:2)

resume (5:15:2)

submit (5:15:2)

suffering (5:15:1)

unassuming (5:15:1)

uncollected (5:15:1)

uncommitted (5:15:1)

9.16 Lesson Sixteen

Test Two

TABLE 9.30:

Words	Fill in the blanks
1.	Prefix + bound base + suffix + suffix = _____
2.	Prefix + bound base + suffix = _____
3.	Prefix + bound base + suffix + suffix = _____
4.	Prefix + bound base + suffix = _____
5.	Prefix + bound base + suffix[1] + suffix[2] = _____
6.	Prefix + bound base + suffix = _____
7.	Prefix + bound base + suffix = _____
8.	Prefix + bound base + suffix = _____
9.	Prefix + bound base + suffix + suffix = _____
10.	Prefix + bound base + suffix = _____

TABLE 9.31: Answers to Test Two

Words	Fill in the blanks
1. *effectively*	Prefix + bound base + suffix + suffix = $ex̸$ + f + fect + ive + ly
2. *election*	Prefix + bound base + suffix = $ex̸$ + lect + ion
3. *consumers*	Prefix + bound base + suffix + suffix = $com̸$ + n + sum̸e + er + s
4. *excepted*	Prefix + bound base + suffix = ex + cept + ed
5. *excessively*	Prefix + bound base + suffix[1] + suffix[2] = ex + cess + ive + ly
6. *concepts*	Prefix + bound base + suffix = $com̸$ + n + cept + s
7. *corrected*	Prefix + bound base + suffix = $com̸$ + r + rect + ed
8. *affection*	Prefix + bound base + suffix = $ad̸$ + f + fect + ion
9. *admittedly*	Prefix + bound base + suffix + suffix = ad + mit + t + ed + ly
10. *acceptable*	Prefix + bound base + suffix = $ad̸$ + c + cept + able

9.17 Lesson Seventeen

How Do You Spell [b]?

1. You can hear the consonant sound [b] at the beginning and end of the word *did*. Underline the letters that spell [b] in the following words:

bulb	object	blossom	buy
obtain	suitable	subject	combine
sob	inhibit	bottle	republic
absolute	exhibit	building	umbrella
balanced	bewilder	bright	suburb

2. Now sort the twenty words into these three groups:

Words in which the [b] is . . .

in front	in the middle		at the end

3. What letter spells [b] in these twenty words? _____. The sound [b] is spelled that way about ninety-five times out of a hundred!

4. Most of the time [b] is spelled _____

☞ !!! ☜

Word Squares. Into this Squares you can fit twelve of the words listed in part 1 of this lesson. Fit them in and then write the twelve in alphabetical order in the blanks at the bottom of the Squares.
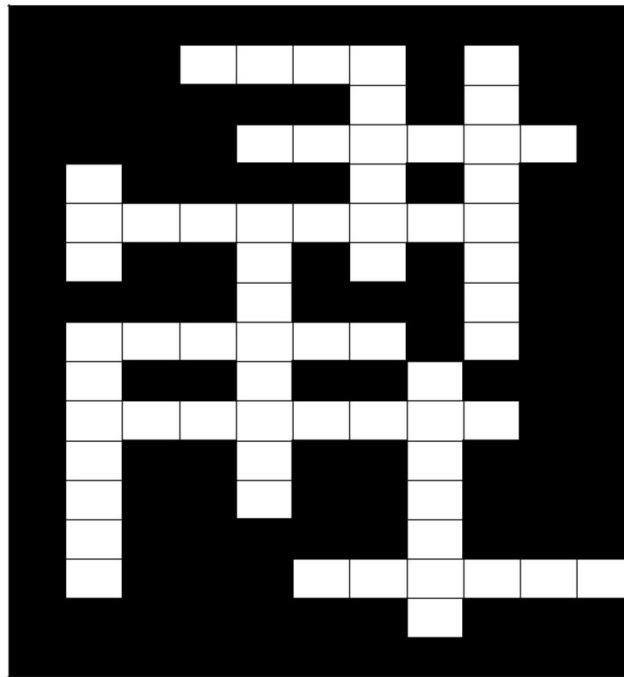
1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.

9.18 Lesson Eighteen

Some Words With <bb>

1. Underline the letters that spell [b] in the following words:

bright	crabby	rabbit	scrubboard
grabbed	crumble	stubborn	exhibit
dumbbell	ribbon	robber	hobby
scrubbing	cabbage	rubber	sobbed

2. Now sort the sixteen words into these groups:

Words with [b] spelled . . .

<bb>		<b>

3. **Twinning Rule**. You twin the final consonant of a free stem that has one vowel sound and ends ___ when you add a suffix that starts with a _____. And you twin the final consonant of a free stem that has two vowel sounds whenever you add a suffix that starts with a _____ if the stem ends _____ and has strong stress on the _____ vowel before and after you add the suffix.

In six of the sixteen words [b] is spelled <bb>because of twinning. Find the six words, write them below and then analyze them to show where the <bb>comes from:

TABLE 9.32:

Word with <bb>from twinning	= Analysis
	=
	=
	=
	=

TABLE 9.32: (continued)

Word with <bb>from twinning	= Analysis
	=
	=

4. Sometimes double consonants are caused by simple addition, when one element in a word ends with the same consonant with which the next element starts. Two of the sixteen words you just worked with have <bb>in them because of simple addition. Write them below and analyze them into their two parts to show where the two $<b>$'s come from:

TABLE 9.33:

Word with <bb>by simple addition	= Analysis
	=
	=

5. In the VCC pattern the vowel will usually be short. Some words have <bb>in them in order to fill out the VCC pattern so as to mark a short vowel. The remaining five of the sixteen words all have <bb>because of the VCC pattern. Find them and write them below. Mark the VCC pattern, starting with the vowel right in front of the <bb>:

6. Two ways to spell [b] are _____ and _____. Almost 100% of time [b] is spelled one _____ of these two ways.

Word Histories. Rubber is called *rubber* because it was originally (and still is) used in erasers, with which you rub out mistakes. There are two *crab's* in English: the first refers to the marine animal with claws and the second refers to a small, sour apple. We're not sure whether the use of *crab* refer to a sour and unpleasant person came from the animal or the apple, or both. But a person who is crabby is like a crab, one way or the other.

9.19 Lesson Nineteen

Words With <ble>and <bble>

1. In the VCC*le* pattern the vowel is _____, but in the VC*le* pattern the vowel is _____.

2. Underline the letters that spell [b] in each of the following words:

able	pebble	scramble	feeble
scribble	tremble	bible	gobbler
resemble	noble	rubble	humble
gamble	bubble	nibble	table

2. Sort the sixteen words into this matrix:

Words in which the [b] comes right . . .

	after a consonant	after a long vowel	after a short vowel
Words with [b] spelled <b>			
Words with [b] spelled <bb>			

3. When there is <le>right after a [b] with a consonant or a long vowel right in front of it, the [b] is spelled _____.
When there is <le>right after a [b] with a short vowel sound right in front of it, the [b] is spelled _____.

4. So far you have worked with two different spellings of [b]: _____ and _____.

5. As we've said, one or the other of these two spellings is used almost 100% of the time. The only other spelling of [b] occurs in just two words: *cupboard* and *raspberry*. Both are compound words. Analyze each into its two stems:

TABLE 9.34:

Compound Word	= Stem #1 + Stem #2
cupboard	=
raspberry	=

Notice that [pb] is hard to say. To make the words easier to say, we leave out the [p]. So in these two words [b] is spelled <pb>.

But every other time [b] is spelled either $< b >$ or <bb>. And the <bb>is always due to twinning, simple addition, or to the VCC pattern - though we must remember the little sub-pattern with <ble>and <bble>.

9.20 Lesson Twenty

The Suffix -

1. Earlier you saw that one of the suffixes spelled *-er* adds the meaning "one that does" and changes verbs into nouns: The word *teach* is a verb; the word *teacher* is a noun that means "one who teaches." Another suffix that changes words into nouns is *-ness*. The suffix *-ness* changes adjectives into nouns.

2. An adjective is a word that describes or identifies a noun. Any word is an adjective if it will fit into this blank and make sense:

The very _____ thing seemed okay.

Four of the following words are adjectives and will fit into the blank in the sentence. Find the four and fill in the blanks in the four sentences:

       elephant   smooth   stubborn   inject   exact   bright

The very _____ one seemed okay.

The very _____ one seemed okay.

The very _____ one seemed okay.

The very _____ one seemed okay.

3. The four words you found that fit into the adjective-blank should have been *smooth*, *stubborn*, *exact*, and *bright*. Now compare these pairs of words:

      smooth   smoothness

      stubborn   stubbornness

      exact   exactness

      bright   brightness

You've seen that the four words in the left column are all adjectives. The four words in the right column are all nouns. A noun is the name of something. Any word that can fit into this blank and make sense is a noun:

Their _____ surprised us.

Try putting the four words from the right column into the blanks in the sentences below, and see whether or not they make sense there and are nouns:

Their _____ surprised us.

Their _____ surprised us.

Their _____ surprised us.

Their _____ surprised us.

4. Each of these four nouns consists of a shorter adjective plus the suffix *-ness*. Analyze them to show this:

TABLE 9.35:

Noun	= Adjective	+ Suffix
smoothness	=	+
stubbornness	=	+
exactness	=	+
brightness	=	+

5. Change each of the following adjectives into a noun by adding the suffix -*ness* to each one:

TABLE 9.36:

Adjective	+ Suffix	= Noun
complete	+	=
feeble	+	=
crabby	+	=
elaborate	+	=
suitable	+	=
goldlen	+	=
direct	+	=

9.21 Lesson Twenty-one

The Suffix -

1. You have already worked with a suffix that changes verbs into nouns: the suffix *-er*, which adds the meaning "one that does" to the nouns it makes:

TABLE 9.37:

Verbs	Nouns
teach	teacher
burn	burner
sing	singer

2. Now we are going to work with another suffix that changes verbs into nouns, the suffix *-ment*:

Will they punish us for being late? (*punish* is a verb)

What will our punishment be? (*punishment* is a noun)

3. Analyze the following nouns into verb plus suffix:

TABLE 9.38:

Noun	= Verb	+ Suffix
achievement	=	
acknowledgement	=	
excitement	=	
disappointment	=	
contentment	=	
government	=	
improvement	=	
pronouncement	=	
accompaniment	=	
concealment	=	

4. Each of the following verbs can be turned into two different nouns, one with the suffix *-er*, one with the suffix *-ment*. Fill in the blanks, but be sure to show all changes:

TABLE 9.39:

Verb	Verb + - *er* = Noun	Verb + - *ment* = Noun
employ		
adjust		
refresh		
settle		
develop		

5. Each of the following nouns contains a verb, one or more suffixes and perhaps an extra prefix. Analyze each word and show any changes:

TABLE 9.40:

Words	= Analysis
repayment	=
reinvestment	=
misjudgements	=
appointments	=
nourishment	=
misgovernment	=
announcement	=
restatement	=
indictments	=
assignment	=
bewilderment	=
annulment	=
achievements	=
unemployment	=

9.22 Lesson Twenty-two

Test Three

TABLE 9.41:

Words	Analysis
1.	[b] = _____ Free base + suffix = _____
2.	[b] = ____ [n] = _____ Free stem + suffix = __
3.	Prefix^1 + prefix^2 + free base + suffix = _____
4.	Free stem + suffix = _____
5.	[b] = ____ Prefix + bound base + suffix = ____
6.	Prefix + free base + suffix^1 + suffix^2 = _____
7.	[b] = _____ & _____ Free base + suffix = ____
8.	Free stem + suffix = _____
9.	Free base + suffix = _____
10.	Free stem + suffix = _____

TABLE 9.42: Answers to Test Three

Words	Analysis
1. *brightness*	[b] = *< b >* Free base + suffix = *bright + ness*
2. *stubbornness*	[b] = *<bb>* [n] = *<nn>* Free stem + suffix = *stubborn + ness*
3. *reinvested*	Prefix^1 + prefix^2 + free base + suffix = *re + in + vest + ed*
4. *employer*	Free stem + suffix = *employ + er*
5. *exhibited*	[b] = *< b >* Prefix + bound base + suffix = *ex + hibit + ed*
6. *refreshments*	Prefix + free base + suffix^1 + suffix^2 = *re + fresh + ment + s*
7. *bubbling*	[b] = *< b >* & *<bb>* Free base + suffix = *bubble + ing*
8. *excitement*	Free stem + suffix = *excite + ment*
9. *suitable*	Free base + suffix = *suit + able*
10. *exactness*	Free stem + suffix = *exact + ness*

9.23 Lesson Twenty-three

How Do You Spell [d]?

1. You can hear the consonant sound [d] at the beginning and end of the word *did*. Underline the letters that spell [d] in the following words:

attendance	suicide	scolded	folder
bewilder	indict	debt	doughnut
evident	difficult	radio	decided
liquid	secluded	extend	correspond
building	crowded	divide	develop

2. Sort the twenty words into these three groups. Some words will go into more than one group:

Words in which [d] is . . .

in the front	in the middle	at the end

3. How is [d] spelled in all of these words? _____. More than nine times out of ten [d] is spelled that way.

☞ !!! ☜

Crosswords. The following crossword puzzle contains only words from this lesson.

Across

1. Fluid

6. A structure

8. Something owed

10. Confuse

12. Bawled out

Down

2. Grow

3. A communication device

4. A round treat

5. Killing oneself

7. Hard, not easy

9. Stretch

11. Officially accuse
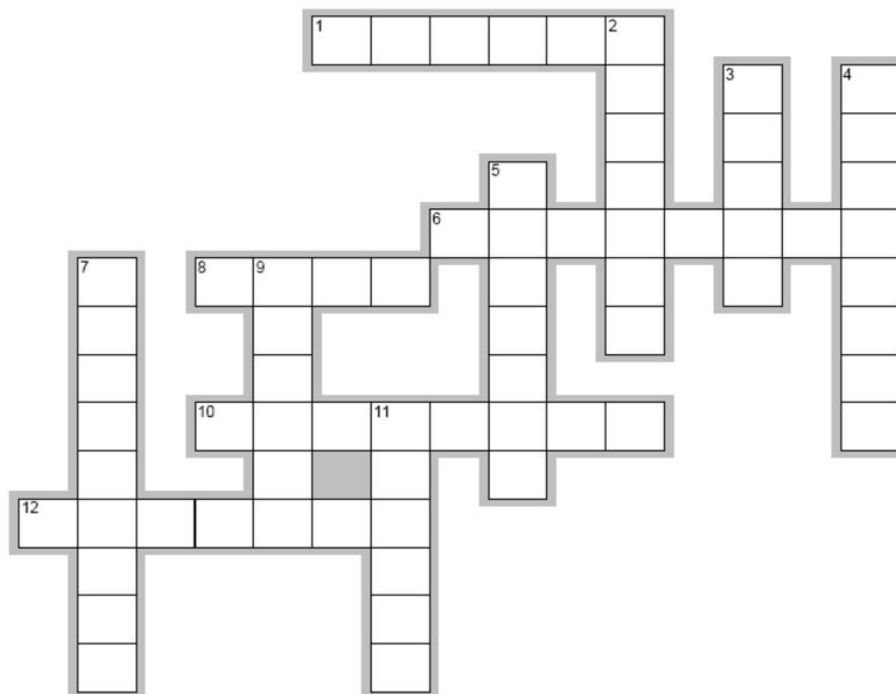
9.24 Lesson Twenty-four

Some Words With

1. Underline the letters that spell [d] in the following words:

addition	address	nodding	headdress
sudden	ladder	pudding	wedding
shredded	sadden	redder	goddess
eddy	oddest	forbidden	goddaughter
shudder	muddy	addict	granddad

2. Sometimes we get double consonants, like < dd >, because of simple addition: When an element that starts with a certain consonant comes right after an element that ends with that same consonant, we get double consonants.

In the twenty words above there are six words that have < dd > because of simple addition. Three of the six are compound words and three of them contain the prefix *ad-*. Write the six below and analyze them enough to show where the < dd > comes from in each one.

TABLE 9.43:

Word	= Analysis
addition	= *ad + dition*
	=
	=
	=
	=
	=

3. You twin the final consonant of a free stem that has one vowel sound and ends _____ when you add a suffix that starts with a _____. You twin the final consonant of a free stem that has two vowel sounds when you add a suffix that starts with a _____ if the stem ends _____ and has stress on its _____ vowel before and after you add the suffix.

4. Eight of the twenty words above have < dd > in them because of twinning. Find them and write them below. Then analyze each one to show how the twinning leads to the < dd >:

TABLE 9.44:

Word	= Analysis
shredded	= *shred + d + ed*
	=
	=
	=
	=

TABLE 9.44: (continued)

Word	= Analysis
	=
	=
	=

5. In the VCC pattern the vowel is usually _____.

6. The six remaining words contain < dd > because of the VCC pattern. Write them in the blanks below and mark the VCC pattern in each one:

Word Histories. The meanings of *pudding* and *odd* have changed greatly over the centuries. Originally a pudding was an animal's stomach, stuffed with seasoned meat and served as a sausage. In the 16th century *pudding* referred to any kind of food boiled in a cloth or bag. In the 17th century it began to be used to refer to the sweetened dessert we eat today. *Odd* comes from an old Scandinavian word that meant "triangle". In time it came to mean "third", because of the number of sides in a triangle. Then it came to mean any odd number — and finally it described anything unusual.

CHAPTER **10** **Student 05-Lesson 25-48**

Chapter Outline

10.1 Lesson Twenty-five

Words with <dle>and <ddle>

1. Read these words aloud carefully:

huddle	cradle	saddle	handle
eddies	needle	meddle	suddenness
pudding	addict	candle	middle
odds	kindle	bundle	shuddered
poodle	idle	riddle	noodle

2. Now sort these twenty words into these two groups:

Words that end <dle> or <ddle>			Words that do not end <dle> or <ddle>

3. Look at the six words that do not end <dle>or <ddle>. Mark the first vowel in each of them with a 'v'. Then mark the next two letters, either 'c' or 'v'.

You should find one pattern. What pattern is it? _____. According to this pattern, _____ should the first vowel be long or should it be short? _____ In these six words is the first vowel always long or is it short? _____

4. In the VCC*le* pattern the vowel is _____, but in the VC*le* pattern the vowel is _____.

5. Now sort the fourteen words that end either <dle>or <ddle>into the following matrix:

	Words in which the [d] comes right after a . . .		
	consonant sound	long vowel sound	short vowel sound
Words with [d] spelled \<d\>			
Words with [d] spelled \<dd\>			

5. When there is \<le\>right after a [d] and a consonant or long vowel sound right in front of it, the [d] is spelled _____. But when there is \<le\>right after a [d] and a short vowel sound right in front of it, the [d] is spelled _____.

10.2 Lesson Twenty-six

Sometimes [d] is Spelled <ed>

1. You have learned that the suffix *-ed* adds the meanings "in the past" and "action completed" to verbs. You have also learned that it is pronounced different ways at the end of different verbs. For instance, in *dished* the *-ed* is pronounced [t], and in *adopted* it is pronounced [id]; in *shoveled* it is pronounced [d].

2. Pronounce each of the following past tense verbs carefully. Listen to how the *-ed* is pronounced in them. Then sort them into the three groups indicated below:

radioed	elapsed	disappointed	knocked
settled	huddled	collected	crowded
divided	disturbed	attended	sobbed
pronounced	addressed	scribbled	employed
grouped	governed	acknowledged	disarmed

Words in which the *-ed* is pronounced . . .

[t]	[id]	[d]	

3. In many past tense verbs *-ed* is pronounced [d]. So at the end of many past tense verbs [d] is spelled _____. So far you have seen three different ways of spelling [d]. They are _____, _____, and _____.

4. In four words [d] is spelled <ld>. The word *solder* is pronounced [sodr]. Hundreds of years ago the <l> was pronounced, but not anymore. *Solder* comes from the Latin word *solidus*, which means "solid." Our *solid* comes from this same *solidus*. So *solder* and *solid* are close relatives: When you solder something, you make it solid. And notice that you can hear the <l> in *solid*, though not in *solder*, so in *solder* [d] is spelled <ld>.

How is [d] spelled in *could*, *should*, and *would*? _____. For hundreds of years the <l> in these words was pronounced too, but in time people stopped pronouncing it.

5. Except for the words _____, _____, _____, and _____, the sound [d] is spelled either _____, _____-__, or _____.

☞ !!! ☜

Word Find. This Find contains twenty-two of the words you have been working with that contain the sound [d]. As you find them, sort them into the groups described below the Find:

```
d   i   s   t   u   r   b   e   d   d
    t   u   e   w   o   u   l   d   w   l
    d   e   v   e   l   o   p   m   e   n   t
    d   v   i   c   o   u   l   d   d   l   d   d
    e   e   d   h   d   s   u   d   d   e   n   r
    b   l   e   a   h   l       u   i   d   l   e
    t   o   n   n   a   d       l   n   f   f   m
    e   x   t   e   n   d       d   g   o   a   p
    m   b   s   d   d   e       a   u   r   v   l
    i   e   e   s   l   m       d   l   b   o   o
    d   w   t   h   e   p       d   d   i   r   y
    d   i   t   o   a   d   d   i   c   t   e   e
    l   l   l   u   o   u   l   t   r   w   d   d
    e   d   e   l   i   q   u   i   d   m   r
    x   e   d   d   y   l   d   o   d   k
f   o   r   b   i   d   d   e   n   r
```
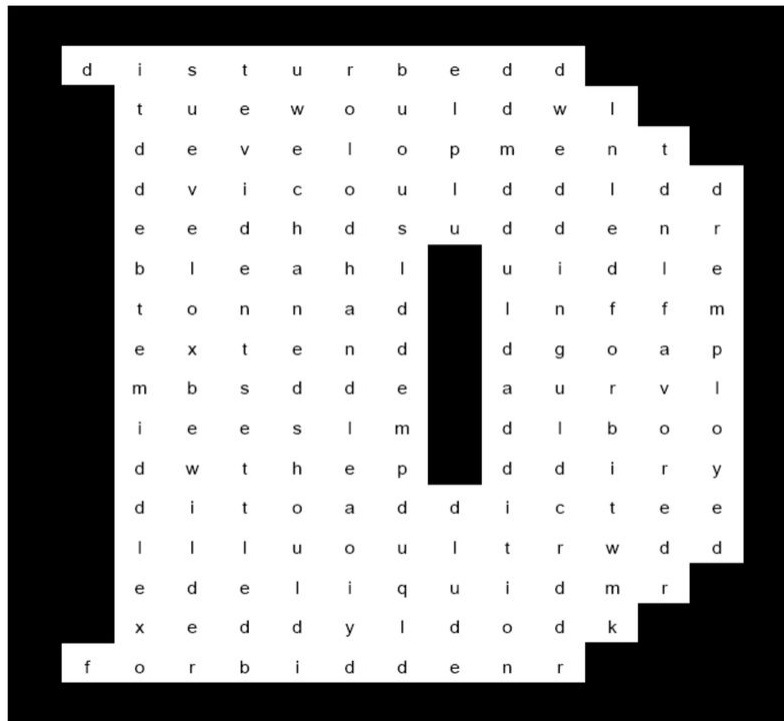
Words with the sound [d] spelled . . .

<d>	<dd>	<ed>	<ld>

10.3 Lesson Twenty-seven

A Special <d>

1. There is one time when the <d>spelling of [d] may be hard to remember - because sometimes it is hard to hear the [d] sound at all. For instance, in the word *grandmother* some people pronounce the <d>, but most people usually do not. Most often it sounds like [granmuthr], with no [d] sound.

2. Read aloud the words in the Word column. Listen for whether or not you pronounce the <d>'s. Sometimes you may hear a clear [d]; sometimes the <d>may be pronounced more like [t]; sometimes it may be left out completely. Don't be surprised if you hear different people saying the <d>'s in these words differently. We're allowed a certain amount of choice here. Analyze the words as instructed in the Analysis column:

TABLE 10.1:

Word	Analysis
friendship	Noun + suffix = *friend + ship*
surrounds	Verb + suffix =
handkerchief	Noun + noun =
comprehends	Verb + suffix =
handful	Noun + suffix =
grounds	Noun + suffix =
thousands	Noun + suffix =
bands	Noun + suffix =
grandfather	Adjective + noun =
spends	Verb + suffix =
handsome	Noun + suffix =
husbands	Noun + suffix =
landscape	Noun + suffix =
handsful	Noun + suffix + suffix =
suspends	Verb + suffix =
weekends	Noun + suffix + suffix =
grandma	Adjective + noun =
corresponds	Verb + suffix =
islands	Noun + suffix =
attends	Verb + suffix =
sounds	Verb + suffix =
playgrounds	Noun + suffix =
bookends	Noun + noun + suffix =

3. In all of these words, where is the <d>in its element–at the front, the end, or in the middle? ___. What letter is right in front of the <d>in each case? _____. Is there a vowel after the <d>each time, or is it a consonant? _____. What letter usually comes right after the <d>in these words? _____.

4. Sometimes a <d>may not be pronounced if it comes at the _____ of its element, and it has an _____ in front of it and a _____ after it, especially the letter _____.

Word Histories. The word *handkerchief* analyzes to *hand* "hand" + *kerchief* "cover for the head." The stem *kerchief* analyzes in turn to *ker + chief. Ker* is all that is left of older version of the word *cover*. *Chief* means "head. (The words *chief* and *chef* are very closely related.)

The word *handsome* also contains *hand* meaning "hand." The suffix *-some* forms adjectives. Originally *handsome* meant "easy to handle, ready at hand." Then it came to mean "handy, convenient, suitable" and later "of fair size or amount" (as in the phrase *a handsome reward*). Finally it came to its most common modern meaning: "having a fine form or figure, good looking."

10.4 Lesson Twenty-eight

How Do You Spell [ō]?

1. You can hear [ō] in the middle of the word *vote*. Underline the letters that spell [ō] in the following words.

noble	omit	poetry	voters	solar
suppose	foe	pneumonia	rotate	omission
emotion	oasis	smoking	radio	motionless
explore	poems	telephone	soda	ogle
commotion	volcano	photo	woe	overpass
expose	heroic	woven	noel	video

One way of spelling [ō] is _____.

2. You have worked with five different patterns that mark long vowels: VCV, VC*le*, V#, V*e*#, and V.V. Sort the words above into the following five groups:

Words with [ō] spelled <o> in the pattern . . .

VCV			

Words with [ō] spelled <o> in the pattern . . .

VC*le*	V#	V*e*#	V.V

3. The long vowel sound [ō] is usually spelled <o>in the pattern _____, but it is also spelled <o>in the patterns _____, _____, _____, and _____.

10.5 Lesson Twenty-nine

Digraph Spellings of Long<o>

1. You have seen that long <oo>, [ū], is often spelled with digraphs, or two vowel letters, in patterns where you might expectort vowels. For instance, *soup* has [ū] spelled <ou>in what looks like a VC# pattern and *balloon* has it spelled <oo>in an apparent VC# pattern. Although patterns like VC# and VCC are very useful when vowels are spelled by single letters, they are not useful when vowels are spelled with vowel digraphs. But it is still possible to sort things out so that they make more sense. Underline the letters that are spelling [ō] in the following words. In those words that contain <ough>do not underline the <gh>.

course	coarse	unknown	doughnut	minnow
growth	although	toaster	bowl	loaned
overcoat	knows	poultry	window	overflow
shoulder	scrubboard	undergrowth	loaded	floating
tomorrow	soul	throat	your	owner

You should have found three digraph spellings of [ō]:

Spelling #1, _____, occurs in ten words.

Spelling #2, _____, occurs in eight words.

Spelling #3, _____, occurs in seven words.

2. Sort the twenty-five words into these three groups:

Words with [ō] spelled with . . .

Spelling #1	Spelling #2	Spelling #3

3. Although the most common spelling of [ō] is _____, three important digraph spellings of [ō] are _____, _____, and _____.

4. Two other digraph spellings of [ō] occur in the words *sew* and *chauffeur*. These two digraph spellings are _____ and _____.

The digraph <ew>nearly always spells either [ū] as in *dew* or [yū] as in *few*. *Sew* is the only modern word in which it spells [ō]. The digraph <au>normally spells short <o>, [o], as in *author*. Though it spells [ō] in some other words we got from French, *chauffeur*is the only common one.

5. Digraphs are two letters spelling a single sound. In a **trigraph** a single sound is spelled by three letters. The following words all contain a trigraph spelling of [ō] that we have borrowed from French. Underline the letters that spell [ō]:

bureau	chateau	chapeau
plateau	beau	trousseau

The trigraph spelling of [ō] is _____. Where does it always occur in the word? _____.

10.6 Lesson Thirty

Long <o> and the VCC Pattern

1. You have seen that the VCC pattern is very useful for marking short vowels. But because of things that happened hundreds of years ago in our language, long <o> often occurs in VCC patterns, where we would normally expect a short vowel, as in the words *ghost* and *gold*. In the following words underline the letters spelling [ō] and the next two letters after the [ō]:

behold	wholly	bolder	unfold	bolted
toll	coldest	told	colts	stroller
soldier	folks	golden	scolded	moldy
roller	knoll	revolted	folder	yolk

2. You should have found that in each word the first letter after the [ō] was the same. That letter is _____. You should have found that the second letter after the [ō] was always one of four letters. Those four letters are _____, _____, _____, and _____.

3. With that information you should be able to sort the twenty words into the following four groups:

Group #1		Group #2	Group #3	Group #4

4. Long <o>, [ō], is often spelled <o> in the VCC patterns _____, _____, _____, and _____.

5. Right in front of the consonant letters <ss> and <st> the letter <o> sometimes spells long <o> and sometimes it spells short <o>. Read the following words carefully and be sure you know how each is pronounced:

cost	most	blossom	postage	nostril
gross	foster	ghost	lost	hostess
possible	engross	gossip	post	hostile
costume	almost	bosses	utmost	engrossed

Sort the words into this matrix:

	Words with <oss>	Words with <ost>
Words with long <o>		
Words with short <o>		

6. Sometimes the letter <o>in front of <th>spells short <o>, as in *bother*; sometimes it spells long <o>, as in *both*; and sometimes it spells short < u >, [u], as in *brother*. Read each of the following words carefully and be sure you know how each is pronounced:

bothered	both	brother	clothing	cloth
nothing	mother	broth	quoth	otherwise
clothe	another	moth	smother	frothy

Sort the words into these three groups:

Words in which the <o> before <th> spells . . .

[ō]	[o]	[u]

7. In a few words <o>before <th>spells long <o>, but usually it spells _____ or _____.

8. In this lesson you have looked at seven cases where <o>, sometimes spells long <o>in a VCC string. One case was <oth>. What were the other six?

10.7 Lesson Thirty-one

Test Four

TABLE 10.2:

Words	Analysis
1.	[d] = _____ Prefix + bound base + suffix = __
2.	[d] = _____ [d] = _____ Free stem + suffix = _____
3.	[d] = _____ Free stem + suffix + suffix = ___
4.	[d] = _____ Free stem + suffix = _____
5.	[d] = _____ [ō] = _____
6.	[d] = _____ -ed = [ ]
7.	[d] = _____ [ō] = _____
8.	[d] = _____ Free stem + suffix = _____
9.	[d] = _____ [u̇] = _____
10.	[d] = _____ [w] = _____

TABLE 10.3: Answers to Test Four

Words	Analysis
1. *addicted*	[d] = *<dd>* Prefix + bound base + suffix = *ad̸ + d + dict + ed*
2. *bewildered*	[d] = *<d>* Free stem + suffix = _____
3. *developers*	[d] = *<d>* Free stem + suffix[1] + suffix[2] = *develop + er + s*
4. *eddies*	[d] = *<dd>* Free steam + suffix = *eddy̸ + i + es*
5. *radio*	[d] = *<d>* [ō] = *<o>*
6. *crowded*	[d] = *<d>* -ed = [*id*]
7. *doughnut*	[d] = *<d>* [ō] = *<ou>*
8. *wedding*	[d] = *<dd>* Free stem + suffix = *wed + d + ing*
9. *should*	[d] = *<ld>* [u̇] = *<ou>*
10. *liquid*	[d] = *<d>* [w] = *< u >*

10.8 Lesson Thirty-two

Review of [m], [n], and [■]

1. You can hear the sound [m] at the beginning and end of the word *mom*. You can hear [n] at the beginning and end of *none*. You can hear the sound [■] at the end of *song*. The sound [■], called **eng**, does not occur at the beginning of English words.

Each of the following words contains one or more of the three sounds [m], [n], or [■]. Underline the letters that spell them:

balance	eminent	chemical
immediately	candidate	congress
ankle	knowledge	immune
floating	economic	danger
element	bubbling	annual

2. Sort the fifteen words into these three groups. Two words will go into more than one group:

Words with the sound . . .

[m]	[n]	[ŋ]

3. Two ways of spelling [m] are _____ and _____. Three ways of spelling [n] are _____ and _____, and _____. Two ways of spelling [■] are _____ and _____.

☞ !!! ☜

Word Squares. The following Squares is made up of the fifteen words listed in Item 1, all of which contain the sounds [n] and [■]:
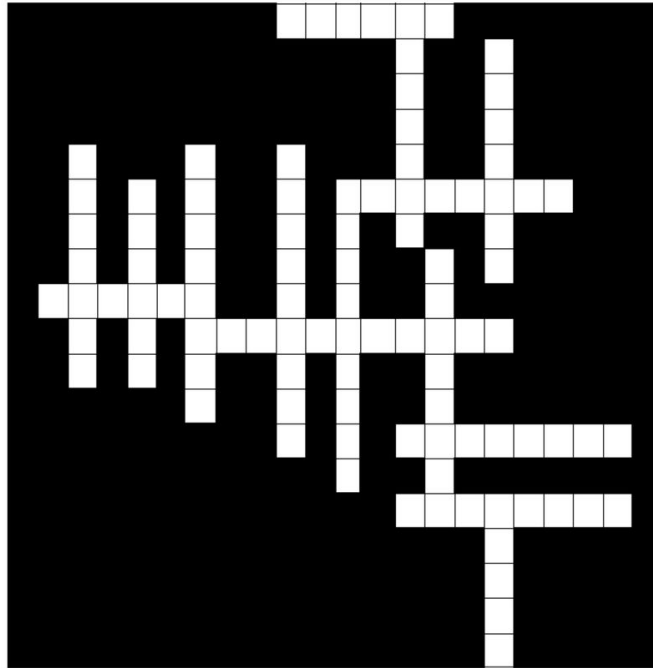
10.9 Lesson Thirty-three

How Do You Spell [m]?

1. Underline the letters that spell [m] in the following words:

crumble	motionless	compared	umbrella
resemble	exclaim	costume	mortal
element	minnow	meddle	economics
handsome	poem	diamonds	chemical
eminent	judgement	smoothest	enormous

2. How is [m] spelled in all of these words? _____. More than nine times out often [m] is spelled this way.

3. Now sort the twenty words into these three groups. One word will be in two groups:

Words in which [m] is . . .

at the front of the word	at the end of the word	in the middle of the word

4. Fill in the blank: Usually [m] is spelled _____.

☞ !!! ☜

Word Venn. Into circle A put only words that contain [m]. Into circle B put only words that contain [ŋ]. Into circle C put only words that contain [n].

anger	commotion	husband	mining
anger	comprehend	immigrate	morning
ankle	emigrant	instructing	nibbling
avenue	floating	island	poetry
bubbling	friendliness	judgement	scribble
bundling	gamble	junior	smoking
charming	handsome	meaning	summoning
committing	humbling	middle	suppose
			your
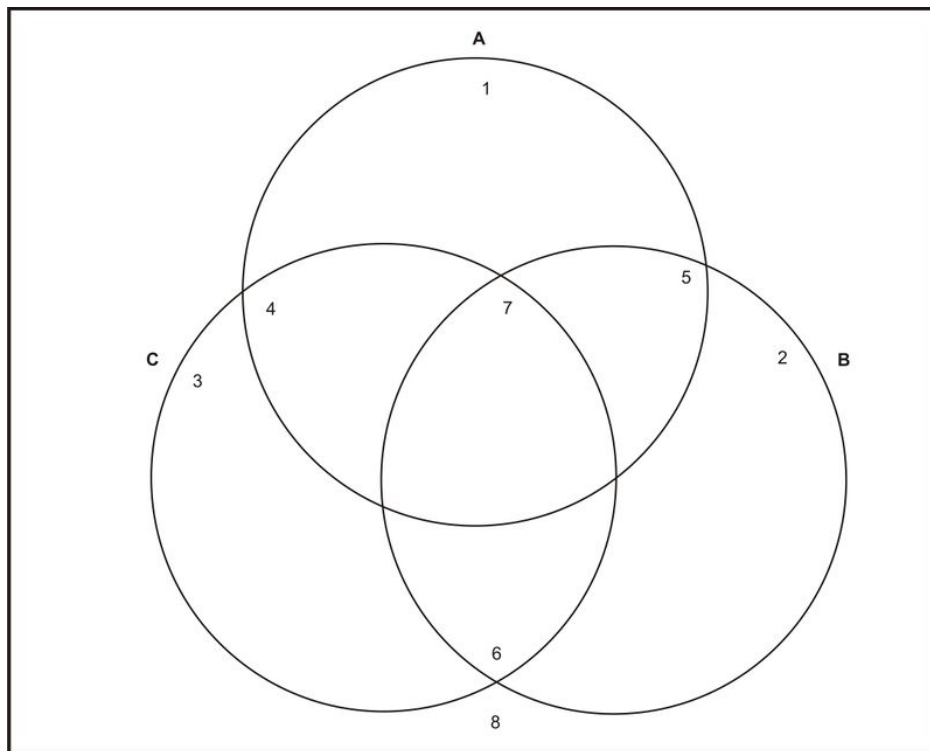
10.10 Lesson Thirty-four

Sometimes [m] is Spelled <mm>

1. Sometimes twinning can cause [m] to be spelled <mm>: *swimming = swim + m + ing*. When the prefixes *in-* or *sub-* assimilate in front of a stem that starts with an <m>, they cause an <mm>: *immigrant = in̸ + m + migrant* and *summon = sub̸ + m + mon*. When any element that ends with <m>joins another element that starts with <m>, they cause an <mm>through simple addition: *rommate = room + mate*

2. All of the following words contain an <mm>that is caused by one of the three things listed above. Analyze each word to show where the two <m>s come from. Then in the "Cause" column write the cause for the <mm>in each word — either "Twinning," "Assimilation," or "Simple Addition."

TABLE 10.4:

Words	Analysis	Cause
swimming	*swim + m + ing*	*Twinning*
immigrant	*in̸ + m + migrant*	*Assimilation*
roommate	*room + mate*	*Simple Addition*
immediate		
brimming		
teammate		
gummy		
dimmest		
immortal		
slammed		
summon		
immune		

3. Words like the twelve below have <mm>spellings that are not due to twinning or assimilation or simple addition. In each word, label the vowel right in front of the <mm>with a V. Then label the <mm>CC, as we have done with *comma*:

comma	dilemma	dummy	gimmick
VCC			
glimmer	hammer	mammal	mammoth
mummy	persimmon	stammer	summer

4. What pattern did you find in all the words? _____. Is the vowel in front of the <mm>always short? _____

In cases where the [m] sound has a short vowel right in front of it and another vowel following it, the <mm>is

necessary to fill out the VCC pattern that shows that the vowel in front of the [m] is short. For instance, if *comma* were spelled <coma>, it would look as if the <o>is long, as it is in the word *coma*.

5. So far you have worked with two spellings of [m]. They are _____ and _____.

Almost ninety-nine times out of a hundred the sound [m] will be spelled one of these two ways!

10.11 Lesson Thirty-five

Two Unusual Spellings of [m]: <mn>and <mb>

1. The sound [m] is spelled <mn>in six words:

autumn	condemn	hymn
column	damn	solemn.

In all six words the <mn>is in the same place. Is it at the beginning, in the middle, or at the end of the word? _____

2. All six of these words come from Latin:

TABLE 10.5:

English Word	Latin Source
autumn	autumnus
column	columna
condemn	condemnare
damn	damnare
hymn	hymnus
solemn	solemnis

Was the <mn>in the beginning, end, or in the middle of the Latin source words? _____

The Latin words all had the <mn>in the middle, where it was easy to pronounce the [n], but in English the <mn>is at the end of the word, where it is hard to pronounce. So we just leave out the [n] and pronounce the <mn>as [m].

3. But when you add certain suffixes to these six words so the <mn>is in the middle as it is in Latin, you pronounce both the <m>and the <n>, so the <mn>is pronounced [mn]. Say each of the following words carefully to see how the <mn>is pronounced. Then analyze each of the words into its free stem word and suffix:

TABLE 10.6:

Words	How is <mn>pronounced?	Stem word + Prefix
autumnal	*[mn]*	*autumn + al*
columnist		
condemnation		
damnable		
hymnal		
solemnity		

4. The sound [m] is spelled <mb>in the following eleven words:

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bomb	crumb	limb	tomb
climb	dumb	numb	womb
comb	lamb	thumb	

In all eleven the <mb>comes at the end of the word. All eleven come from Latin or Old English words. Fill in the blanks so as to show which modern words came from each of the Latin or Old English originals:

TABLE 10.7:

Original Words	Modern Words with <mb>
Latin, *bombus*	
Old English, *climban*	
Old English, *comb*	
Old English, *cruma*	
Old English, *dumb*	
Old English, *lamb*	
Old English, *lim*	
Old English, *niman*	
Old English, *thuma*	
Latin, *tumba*	
Old English, *wamb*	

5. Sort the eleven English words into these three groups:

Words that come from . . .

a Latin word with an <mb>	an Old English word with an <mb>	an Old English word with on <mb>

6. Just as with <mn>, sometimes you can hear the $< b >$ in <mb>if you add a suffix to the word so that the <mb>doesn't come right at the end. Put these words together and see how the <mb>is pronounced in the longer word you make:

TABLE 10.8:

Stem word + suffix	= New Word	How is <mb>pronounced in the new word?
bomb + ard	=	
crumb + le	=	

The word *thumb* is related to the word *thimble*. In *thimble* how is the <mb>pronounced? _____

7. It is hard to tell why people started putting $<$ b $>$'s in the words *crumb*, *limb*, *numb*, and *thumb*. But sometimes when people see a pattern, they try to make other things fit that pattern. They may have noticed the other words that end in <mb>and decided that these four ought to be spelled the same.

10.12 Lesson Thirty-six

Apostrophes in Contractions

1. The word *apostrophe* comes from a Greek word that meant "a turning away." In time it came to mean turning away from, or leaving out, a letter or letters in a word. And that is exactly what the apostrophe means in contractions: It means that one or more letters have been left out.

Contraction means "a drawing, or pulling, together". The prefix *con-* (an assimilated form of *com-*) means "together." The base *tract* means "draw or pull," as in words like *tractor* and *traction*. A contraction is a pulling together: By leaving certain letters out, and marking their place with an apostrophe, we pull two or more words together into one single word.

The most important thing to remember about contractions is that **the apostrophe is part of the correct spelling. If you leave the apostrophe out, you misspell the word**.

2. Expand the following contractions into the two-word phrases that they each contract, as we have done with the first one:

TABLE 10.9:

Contraction	= Two-word Phrase
he'll	= *he will*, *he shall*
we'll	=
didn't	=
don't	=
I'm	=
you've	=
they're	=
she's	=
shouldn't	=
I'll	=
he'd	=

3. Now try some the other way around. Contract the following phrases into a single word. Don't forget to put the apostrophes in to show where the letters have been left out:

TABLE 10.10:

Two-Word Phrases	= Contraction
he will	= *he'll*
are not	=
has not	=
I will	=
let us	=
she shall	=
they would	=
they have	=

TABLE 10.10: (continued)

Two-Word Phrases	= Contraction
was not	=
what is	=
what has	=
you would	=
can not	=

4. Here are some that are a little different. See if you can figure them out. The last one actually contracts a single word rather than a two- or three-word phrase:

TABLE 10.11:

Phrases	= Contraction
of the clock	=
it was	=
it is	=
over	=

5. The contraction *ain't* started out as a contraction of "are not" - and it was spelled *an't* In time the < i > crept in, and *ain't* began to be used as a contraction for "am not," "is not," "has not," and even "have not." Perhaps because it was used to stand for any and all of those things, *ain't* began to be thought badly of. So though it is an old and real contraction, you'd probably do better not to use it - at least not when anyone is looking or listening.

10.13 Lesson Thirty-seven

Some Contractions with Homophones

1. **Homophones** are two or more words that sound the same but are not spelled the same. For example: *cent*, *sent,* and *scent,* which are all pronounced [sent].

The element *homo* means "same," and *phone* means "sound". So homophones are different words that sound the same.

Several sets of homophones contain one contraction. For example, *heed* and *he'd*, both of which are pronounced [hēd].

Spelling homophones can be hard because since the different words sound exactly alike, there is no way that sounding them out can tell you which of the spellings you should choose. But there are things you can learn that can help you choose the correct spelling of a homophone:

Their, **there, they're**. For example, take the three homophones *their, there,* and *they're*. They're alike in their first three letters, <t-h-e>, but from there on lies trouble. One way to keep them straight is to put them into their proper groups - that is, into groups of words that are like them in meaning and spelling. For instance, the word *their* makes sense in this sentence:

They took **their** hats.

But there are other words that fit in the same kind of slot:

She took **her** hat.

You took **your** hat.

We took **our** hats.

What is the last letter in all of these four boldface words? _____. So if you remember that *their* fits in with *her*, *your*, and *our*, you can remember that the <r>is at the end.

2. The word *there* is a member of an entirely different group, with *here* and *there*. Consider these sentences:

Where is it?

Here it is.

There it is.

What three letters come at the end of each of these three boldface words? _____.

If you can remember that *there* belongs with *here* and *where,* it is easier to remember that *there* ought to end <ere>.

3. The third homophone, the contraction *they're,* belongs to yet another group. It's a contraction of a pronoun, *they*, and a verb, *are*. Read these sentences aloud:

They're leaving now.

You're leaving now.

We're leaving now.

If you can remember that *they're* belongs with *you're* and *we're,* it's easier to remember that <'re>at the end.

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4. **You're, your, yore**. Another set of homophones that contains a contraction is *you're, your,* and *yore*. The word *yore* is a very rare word that means "time past," as in "days of yore when knighthood was in flower." You likely will never have to write the word *yore*. But the other two homophones, *you're* and *your*, are very common and often confused. Be ready to discuss how the work you did in parts 1 and 3 above can help you sort out *you're* and *your*.

5. **Its and it's**. People mix up these two homophones quite often. Putting each of them into its proper group can help you keep them straight:

its	his
its	he's
	she's

Its fits into a sentence like "The dog ate **its** dinner." *His* also fits into that sentence: "The dog ate **his** dinner." There is no apostrophe in *his*, and there is no apostrophe in *its*.

The group with *its* and *his* can include other words, too:

I ate **my** dinner.

You ate **your** dinner.

She ate **her** dinner.

We ate **our** dinner.

They ate **their** dinner.

None of the words in boldface have apostrophes. Remember: There is no apostrophe in *his*, and there is no apostrophe in *its*.

On the other hand, *it's* fits into a sentence like **"It's** leaving soon." *He's* and *she's* also fit into that sentence:

He's leaving soon.

She's leaving soon.

There are apostrophes in *he's* and *she's,* and there is an apostrophe in *it's.*

This group, too, can include other words:

I'm leaving soon.

You're leaving soon.

We're leaving soon.

They're leaving soon.

The apostrophes in these words show that they're contractions.

6. **Whose, who's**. *Whose* fits into the same group with *its* and *his*, although to see the fit we have to change our sentence a bit:

The dog ate **its** dinner.

He ate **his** dinner.

We don't know **whose** dinner he ate.

Again, just like *its* and *his*, there is no apostrophe in *whose*. On the other hand, *who's* fits with *it's, he's*, and *she's:*

He's leaving soon.

She's leaving soon.

We don't know **who's** leaving soon.

Who's is another contraction, and the apostrophe shows that there is an 'i' missing.

7. Choose the correct form:

1. The dog wagged _____ tail. (its, it's)

2. _____ going over _____, to _____ clubhouse. (their, there, they're)

3. _____ almost time for the bell to ring. (Its, It's)

4. _____ surely going to lose _____ way if you don't take _____ compass. (yore, your, you're)

5. They _____ going. (ain't, aren't)

6. _____ plan is to be _____ by noon. (their, there, they're)

7. _____ time for the cat to get _____ pill. (its, it's)

8. Are you sure _____ going to get to _____ job on time? (yore, your, you're)

9. _____ father is the one _____ going to take us to the ballgame? (whose, who's)

10. Here's a proofreading quiz involving *their*, *there,* and *they're,* and *your* and *you're*. Cross out any spelling that you think is wrong and spell the word correctly:

They're going over their to get there coats, and Mr. Miller said that your going to have to go over there to get you're coats, too. But why can't they bring your coats with them when their over there getting there's? That way you would save a trip all the way over there and would have time to finish your work.

10.14 Lesson Thirty-eight

More Contractions with Homophones

1. In the column labeled *Phrase* below write out the two-word phrase for each contraction. Don't worry about the other columns yet.

Contraction	Phrase	Homophone	Words Related to the Homophone		
he'd	*he had, he would*	*heed*	*heeded*	*heedless*	*heeding*
here's					
we'd					
we've					
you'll					

2. The following list contains five words that are homophones for the five contractions in the table above. Find the homophones and write them into their proper boxes in the table:

heed√	head	ears	hears	yule
wed	weed	weave	wave	yew

3. The following list contains fourteen words that are closely related to the five homophones. Find the related words and write them into their proper boxes in the table. One word in the list does not fit into the table:

heeded√	headed	weedy	weaver	hearing
yule log	heedless√	weaving	weeding	hears
heard	yuletide	heeding√	woven	weeded

4. The four contractions in the table below each have two homophones. First, in the "Phrase" column, write out the phrase that each contracts. Then find a homophone for each contraction in the following list and write it into the proper box in the column labeled "Homophone #1."

heel	icy	wheel	wives
hail	aisle	whale	wares

Contraction	Phrase	Homophone #1	Homophone #2	Words Related to Homophone #2		
he'll						
I'll						
we'll						
where's						

5. In the following list find a second homophone for each of the contractions and write it into the proper box in the column labeled 'Homophone #2'.

hear	isle	wear	wears
heal	silo	weal	weasle

6. In the following list there are three words that are closely related to each of the homophones in the Homophone #2 column. Find them and write them into the proper boxes in the columns labled 'Words Related to Homophone #2'.

health	wearing	wealthy	unwearable
island	healer	enisle	commonwealth
wealth	islet	healers	wearproof

10.15 Lesson Thirty-nine

Other Uses for Apostrophes

1. We use apostrophes in words other than contractions. We also use them in the suffix that shows possession: *-'s*. Look at these two sentences:

He stepped on the dog's tail.

He stepped on the tail of the dog.

The two sentences say the same thing. They both say that someone stepped on the tail that belonged to, or was part of, the dog. The suffix *-'s* is used to show that something belongs to, or is possessed by, or is part of, someone or something else, and *-'s* is called the **possessive suffix**.

2. Most of the time we show possession by adding *-'s* to a singular noun. Add *-'s* to each word in the "Noun" column and write the possessive noun in the blank in the 'Sentence' column:

TABLE 10.12:

Noun	Sentence
dog	He stepped on the *dog's* tail.
gnat	She was no bigger than a _____ eyelash.
knight	The _____ horse was very tired.
funnel	He tried pouring water into the _____ big end.
cinnamon	She does not like _____ taste.
dictionary	The _____ cover was red.
candidate	The _____ speech was very inspiring.
dinner	They could hardly wait for the _____ end.
immigrant	The _____ name was Antonio.
island	The _____ beaches were all white sand.
knife	They both tried to grab the _____ handle.
columnist	The _____ work was very good.
autumn	They both looked forward to _____ arrival.
chemical	She said that the _____ smell was very bad.
children	The _____ laughter led us to the playground.
candle	The _____ light was too dim for reading.

2. When we show possession in a plural noun that ends in $< s >$, we usually just add an apostrophe with no extra $< s >$. A plural noun that shows possession is called a **plural possessive noun**. In the 'Plural Nouns' column write the plural form of the noun given in the 'Singular Noun' column. Then form the plural possessive and fill in the blank in the sentence, as we have done with the first one:

TABLE 10.13:

Singular Nouns	Plural Nouns	Sentences with Plural Possessive Nouns
dog	*dogs*	They stepped on both *dog's* tails.

TABLE 10.13: (continued)

Singular Nouns	Plural Nouns	Sentences with Plural Possessive Nouns
lamb		We couldn't find the two ___ mothers
diamond		The three _____ price was amazing
thumb		Both of his _____ joints were swollen
campaign		His two _____ total cost was very high
bunny		The three _____ eyes were bright pink.
poem		She disliked all of his _____-rhythms.
statement		The two _____ meaning was not clear
element		The chemical _____ names confused him.
teammate		The _____ shouts filled the locker room
knee		Both _____ strength had not yet returned.
hymn		I don't know any of the ___ titles.

3. Each of the following sentences requires either a singular or a plural possessive noun. For each sentence decide whether it takes a singular or a plural possessive and then add the proper form in the blank:

TABLE 10.14:

Singular Noun	Sentence
dog	Both *dog's* owners were very upset.
lamb	One _____ leg was injured.
child	We could hear all three _____ laughter.
knife	All of our _____ blades are rusty and dull.
dictionary	Both _____ bindings were broken.
autumn	_____ colors were beautiful this year.
chemical	The seven _____ smells were very strange.
columnist	Both _____ writing was very good.

10.16 Lesson Forty

Test Five

TABLE 10.15:

Words	Analysis
1.	[m] = _____ [u] = _____
2.	[e] = _____ [l] = _____ [u] = _____ [] = _____
3.	Free stem + suffix = _____
4.	[m] = _____ [i] = _____ [z] = _____
5.	Element + element = _____
6.	[m] = _____ Prefix + bound base = _____
7.	[m] = _____ [o] = _____ [] = _____
8.	[m] = _____ Free stem + suffix^1 + suffix^2 = _____
9.	[m] = _____ [k] = _____ [k] = _____
10.	[I] = _____ Free stem + suffix = _____

TABLE 10.16: Answers to Test Five

Words	Fill in the blanks
1. *thumb*	[m] = *<mb>* [u] = *< u >*
2. *umbrella's*	[e] = *<e>* [ll] = *<ll>* [u] = *< u >* [] = *< a >*
3. *element's*	Free stem + suffix = *element + 's*
4. *hymns*	[m] = *<mn>* [i] = *<y>* [z] = *< s >*
5. *they're*	Element + element = *they + 're*
6. *immune*	[m] = *<mm>* Prefix + bound base = *iɲ + mune*
7. *autumn*	[m] = *<mn>* [o] = *<au>* [] = *< u >*
8. *columnists*	[m] = *<m>* Free stem + suffix^1 + suffix^2 = *column + ist + s*
9. *chemicals*	[m] = *<m>* [k] = *<ch>* [k] = *<c>*
10. *island's*	[l] = *<sl>* Free stem + suffix = *island + 's*

10.17 Lesson Forty-one

How Do You Spell [n]?

1. We will examine six different ways of spelling [n]. But first see how many you can think of and try to write a word that contains each spelling. If you can't think of all six, don't worry too much about it:

a. Sometimes [n] is spelled _____ as in the word _____.

b. Sometimes [n] is spelled _____ as in the word _____.

c. Sometimes [n] is spelled _____ as in the word _____.

d. Sometimes [n] is spelled _____ as in the word _____.

e. Sometimes [n] is spelled _____ as in the word _____.

f. Sometimes [n] is spelled _____ as in the word _____.

2. Think about the consonant sounds you have worked with so far, and answer these questions:

a. How do you think the sound [n] is usually spelled? _____

b. What would you expect to be the next most common spelling of [n]? _____

3. Now underline the letters that spell [n] in the following words:

balance	nuisance	candidate	conclusion
immense	columnist	immunity	dictionary
efficient	judgement	solemnity	coupon
economics	bundle	nourishment	island
nonalcoholic	enormous	diamonds	underexposed

4. How is [n] spelled in all of these words? _____. Usually [n] is spelled this way - about nine times out of ten, in fact!

5. You have seen that double consonants, such as <nn>, can be caused by twinning or assimilation or simple addition. Sometimes twinning can cause an <nn>: *fan + n + ing = fanning*. Sometimes assimilation can cause an <nn>: *ad + n + nounce = announce*, and *con + n + nect = connect*. And simple addition can cause an <nn>when an element that starts with <n>is added to another element that ends with <n>: *un + named = unnamed*, and *stubborn + ness = stubbornness*.

6. All of the following words contain an <nn>that is caused by one of the three things described above. Analyze each word enough to show where the two <n>'s come from. Then in the 'Cause' column write the cause for the <nn>in each word -either "Twinning," "Assimilation," or "Simple Addition":

TABLE 10.17:

Words	= Analysis	Cause
announce	= *ad + n + nounce*	*Assimilation*
connect	=	

TABLE 10.17: (continued)

Words	= Analysis	Cause
innocent	=	
tinny	=	
unnourishing	=	
nonnuclear	=	
skinny	=	
unnecessary	=	
nonnative	=	
innumerable	=	
beginner	=	
commonness	=	
annihilate	=	
unnodding	=	
annex	=	
annul	=	
nonnoble	=	
suddenness	=	
connive	=	
beginning	=	
cannot	=	
stubbornness	=	
sunniest	=	
twinned	=	

7. So far you have examined two different ways to spell [n]: _____ and _____. The sound [n] is spelled these two ways about ninety-nine times out of a hundred!

10.18 Lesson Forty-two

The Spelling <nn>and VCC

1. Read over the list carefully. Starting with the vowel right in front of the <nn>in each one, mark the VCC pattern:

cinnamon	funnel	penny	minnow	bunny
channel	tennis	bonnet	dinner	annual

2. Now sort the words into these five groups:

Words in which the vowel in front of the <nn> is . . .

short <e>, [a]	short <e>, [e]	short <i>, [i]	short <o>, [o]	short <u>, [u]

3. Sometimes the <nn>is necessary right after a short vowel in order to fill out the _____ pattern.

4. Here are some words that contain <nn>. For each one give the reason that [n] is spelled <nn>: Assimilation, Twinning, Simple Addition, or VCC:

TABLE 10.18:

Word	Reason for <nn>
innocently	
innumerable	
unnecessarily	
beginner	
suddenness	
nonnuclear	
tennis	
annihilation	
announcement	
connectedness	
sunnier	
cinnamon	
cannot	
conniving	
funnel	
annexes	
channel	
annulment	
skinniest	

5. So far you have worked with two ways of spelling [n] _____ and _____. Remember: The sound [n] is spelled one of these two ways about ninety-nine times out of every one hundred.

10.19 Lesson Forty-three

Sometimes [n] is Spelled <gn>

1. There are several English words in which [n] is spelled <gn>. Many of them come from the Latin word *signum*, which meant "mark, sign":

sign	assign	consign	design	resign	ensign

Five of these six words all contain a prefix plus the free base *sign*. Write each of these five words below and analyze each one into prefix and base, showing any assimilation that occurs. (The prefix *en-* in *ensign* is the French form of the prefix *in-*, "in, into.")

TABLE 10.19:

Word	= Analysis
	=
	=
	=
	=
	=

2. Very often when you add suffixes to these *sign* words, you can hear the <g>. Here are some examples. Analyze each one as instructed. Then in the right column write down whether or not you can hear the <g>in the word in the left column:

TABLE 10.20:

Word	= Analysis	Do you pronounce the <g>?
signal	= Free base + suffix =	
resignation	= Prefix + free base + suffix =	
designate	= Prefix + free base + suffix =	
insignia	= Prefix + free base + suffix =	
signature	= Prefix + free base + suffix =	
signing	= Free base + suffix =	
designer	= Prefix + free base + suffix =	
resignation	= Prefix + free base + suffix =	
unsigned	= Prefix + free base + suffix =	
consignment	= Prefix + free base + suffix =	
assigns	= Prefix + free base + suffix =	
signify	= Free base + suffix =	
signet	= Free base + suffix =	

3. Below are the *sign* words with which you worked in Item 2. Hyphens mark the boundaries between syllables. Be

ready to discuss when we do and when we do not pronounce the <g>in these words so far as syllable boundaries are concerned:

sig-nal	sign-ing	as-signs
res-ig-na-tion	de-sign-er	sig-ni-fy
des-ig-nate	re-signed	sig-net
in-sig-ni-a	un-signed	
sig-na-ture	con-sign-ment	

4. The sound [n] is also spelled <gn>in the word *reign*, as in "The king reigned for fifty years." *Reign* comes from the Latin word *regnum,* which meant "the power of a king" and in which the <g>was pronounced.

But [n] is also spelled <gn>in *sovereign* and *foreign,* which come from the Latin words *superanus* and *foranus*, with no <g>'s. So why are there <g>'s in *sovereign* and *foreign?* Long ago people decided that *sovereign* and *foreign* must have come from the word *reign*. So they changed the spelling to make the three words look more alike.

5. In *design* and other words with the base *sign,* [n] is spelled _____. And [n] is also spelled <gn>in the words _____. _____, and _____.

10.20 Lesson Forty-four

Sometimes [n] is Spelled <kn>

1. The most common words with [n] spelled <kn>have *know* as their base. In the words below anything in front of the base is a prefix and anything behind the base is a suffix. Analyze each word into prefix (if it has one), base, and suffix:

TABLE 10.21:

Words	= Analysis
knows	=
knowledge	=
known	=
foreknowledge	=
unknown	=
knower	=
knowable	=

2. Here is another little group of <kn>words, all dealing with the knees:

knee	kneel	knelt

3. Here are more <kn>words, all of which come from Old English words:

knave	knead	knell
knife	knight	knit
knock	knoll	knot

Below we give you the family tree for some of these <kn>words. We give you the Middle English word our Modern English word comes from, and the Old English word the Middle English word came from. Fill in the Modern English word for each of the Old English and Middle English ancestors:

TABLE 10.22:

Old English	Middle English	Modern English
cnafa	knave	
cniht	knyght	
cnedan	kneden	
cnytten	knitten	
cnocian	knokken	
cnif	knif	
cnoll	knolle	
cnotta	knotte	

Old English did not use the letter <k>. In Old English and in Middle English the <k>and the <c>before the <n>were pronounced, like [k]. So all of the words that now start out with the sound [n] used to start out with the sounds [kn], which we today find awkward to say.

4. Look at this word: *pneumonia*. How is [n] spelled at the beginning of *pneumonia?* _____.

This odd spelling of [n] comes from old Greek and Latin words in which both the $< p >$ and the <n>were pronounced. Today it only occurs in the bound base *pneum*. The only two words with that base that you should have to worry about are *pneumonia* and *pneumatic*. *Pneum* refers to wind or breath or air. So pneumatic tires are tires that are filled with air, like those on a bicycle, and pneumonia is a disease of the lungs that makes it hard to breathe air.

The base *pneum* also occurs in some really long and technical words. Here is one example, which we give you because it is the longest word in most dictionaries: *pneumonoultramicroscopicsilicovolcanoconiosis.* It's the name of a lung disease that miners get from breathing a certain kind of dust. Along with *pneum,* you can see *microscopic* and *volcano* in that big long word.

5. In one English word [n] is spelled <mn>: *mnemonic,* [nimónik]. You use a mnemonic to help you remember something. For instance, common mnemonics are the jingles that start out "I before E except after C" and "Thirty days hath September." Our word *mnemonic* comes from *Mnemosyne*, the name of the Greek goddess of memory and mother of the muses.

In English we have a prefix *a-* which means "not," or "without." It occurs, together with that same <mn>in words like *amnesia* and *amnesty*, both of which have a meaning close to "not remembering" or "without remembering." In *amnesia* and *amnesty* the <mn>does not spell [n]. What does it spell? _____.

Be ready to talk about this question: What do the words *amnesia* and *amnesty* have to do with "not remembering?"

10.21 Lesson Forty-five

Review Of <kn>And <gn>

1. Here are the words from the previous lesson in which [n] is spelled <kn>.

knows	foreknowledge	knave	knee	knell
knelt	unknown	kneel	knead	knoll
known	knower	knight	knit	knot
knowable	knowledge	knife	knock	

The <kn>is always in the same place in the element it is in. Is <kn>always at the beginning, in the middle, or at the end of its element? _____

2. The word *acknowledge* also has [n] spelled <kn>. *Acknowledge* contains a prefix, a base, and a suffix: *ac + know + ledge*. Is the <kn>in *acknowledge* in the same place in its element that the <kn>is in in the nineteen words above? _____

3. Here are some words in which [n] is spelled <gn>. Look carefully at where the <gn>is in its element in each of them:

design	campaign	reign
sign	gnash	resign
foreign	gnat	gnu

You should find that the <gn>spelling of [n] always occurs in one of two places in the element it is in. What are the two places? _____

_____

☞ !!! ☜

Word Flow. In this Word Flow you can make more than fifty words that contain [n] spelled <n>, <nn>, <gn>, or <kn>. See how many you can make. When you are done, you should be able to find the fifteen words you need to fill in the blanks in the three groups listed below the Find.
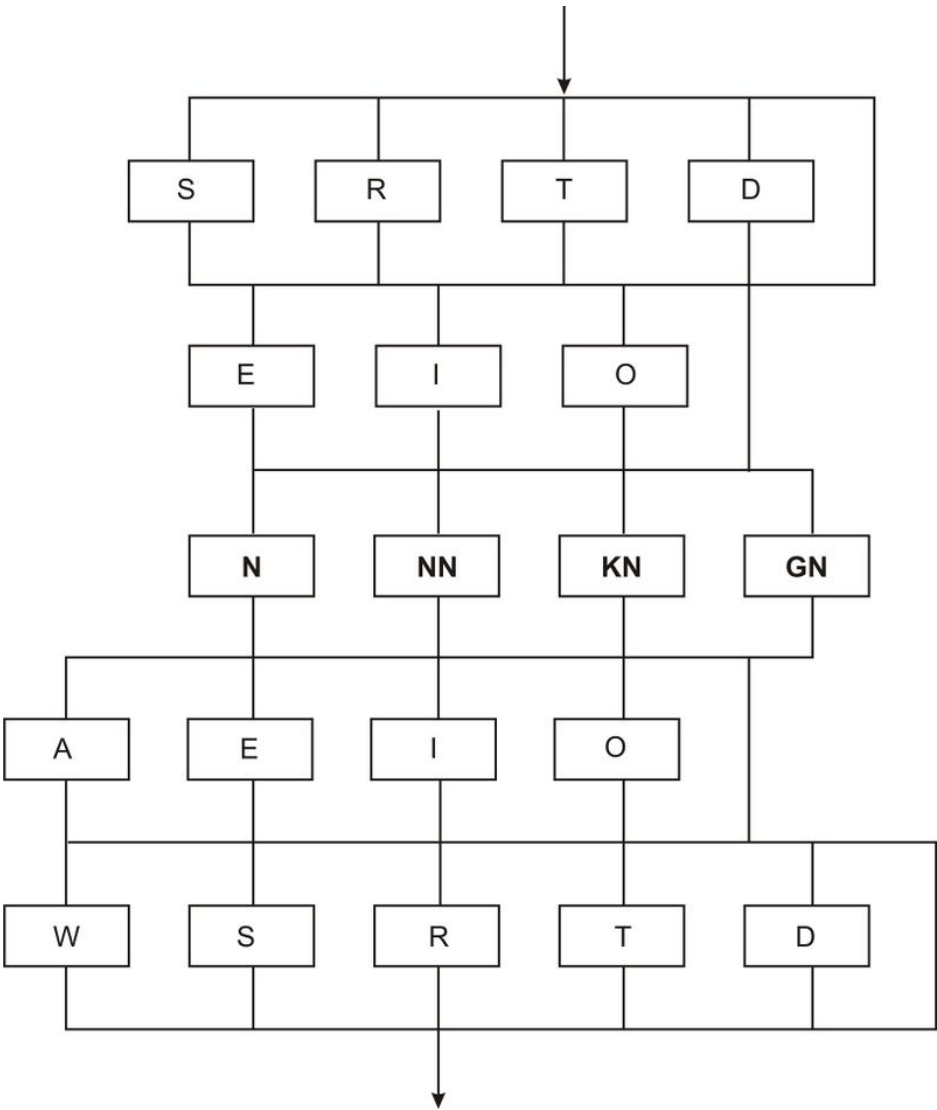
Words with [n] spelled . . .

<kn>	<gn>	<nn>

10.22 Lesson Forty-six

The Prefix

1. Compare the following words:

complete	incomplete
direct	indirect
acknowledged	unacknowledged
expected	unexpected

What meaning do the prefixes *in-* and *un-* add to these words? _____

2. Another prefix that means "not, no" is *non-*. Analyze each of the following words into prefix and stem:

TABLE 10.23:

Word	= Analysis
nonsense	=
nonstop	=
nonliterate	=
nonconformist	=
nonsmoker	=
nonfiction	=
nonscheduled	=
noncommitted	=
nonpayment	=
nonalcoholic	=
nonnuclear	=
noncommissioned	=
nonrestrictive	=
nonthreatening	=
noncancerous	=

3. The following words are from the exercise you just did. Analyze each one into the parts that are listed for it:

TABLE 10.24:

Word	= Analysis
conformist	= Prefix + free base + suffix:
smoker	= Free base + suffix:
scheduled	= Free stem + suffix:
alcoholic	= Free stem + suffix:
cancerous	= Stem + suffix:

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TABLE 10.24: (continued)

Word	= Analysis
threatening	= Free stem + suffix:
payment	= Free base + suffix:
restrictive	= Prefix + free base + suffix:
fiction	= Bound base + suffix:
committed	= Prefix + bound base + suffix:

4. Three prefixes that add the meaning "no, not" are _____, _____, and _____. Which one of these three sometimes assimilates? _____.

10.23 Lesson Forty-seven

The Prefixes

1. Think about what these pairs of words mean:

underpass	overpass
underripe	overripe
underexposed	overexposed
underestimate	overestimate
underweight	overweight

It isn't hard to see what the prefixes *under-* and *over-* mean. *Under-* means "under, beneath, too little." *Over-* means "over, above, too much."

2. The meaning of the prefix *counter-* is almost as easy to figure out. Compare these pairs of words:

attack	counterattack
clockwise	counterclockwise
rotation	counterrotation

Which of these meanings does *counter-* seem to add to the three words in the right column, "under," "not," or "opposite"? _____

3. Analyze the following words into prefix and stem, and be ready to talk about what meaning the prefix adds to each stem:

TABLE 10.25:

Word	= Prefix + Stem
undergrowth	=
overgrowth	=
overworked	=
undercoat	=
overalls	=
underclothes	=
counterflow	=
counterweight	=
overcoat	=
overflow	=
underground	=
overdose	=

4. Add one of the prefixes *under-*, *over-* or *counter-* to each of the words below that you add the meaning given in the left column:

TABLE 10.26:

Meaning of Prefix	+ Stem	= Word
"Beneath"	+ clothes	=
"Opposite"	+ effective	=
"Too much"	+ acting	=
"Too little"	+ statement	=
"Opposite"	+ sign	=
"Too much"	+ stated	=
"Opposite"	+ balance	=
"Too much"	+ react	=
"Too little"	+ achiever	=
"Too much"	+ corrected	=
"Too much"	+ achiever	=
"Too little"	+ exposure	=

10.24 Lesson Forty-eight

Test Six

TABLE 10.27:

Words	Analysis
1.	[n] = _____ Prefix + free base + suffix = ____
2.	[n] = _____ [k] = _____
3.	[m] = _____ [n] = _____ Prefix + bound base + suffix = _____
4.	Prefix^1 + prefix^2 + free base + suffix = _____
5.	[n] = _____ Free base + suffix = _____
6.	[n] = _____ & _____ & _____
7.	[n] = _____ & _____ [m] = _____ [s] = _____
8.	[n] = _____ Free stem + suffix^1 + suffix^2 = _____
9.	[n] = _____ [n] = _____ Prefix + bound stem + suffix = _____
10.	[n] = _____ [n] = _____ Prefix + free stem + suffix = _____

TABLE 10.28: Answers to Test Six

Words	Analysis
1. *resigning*	[n] = *<gn>* Prefix + free base + suffix = *re + sign + ing*
2. *acknowledge*	[n] = *<kn>* [k] = *<c>*
3. *commonness*	[m] = *<mm>* [n] = *<nn>* Prefix + bound base + suffix = *com + mon + ness*
4. *underexposed*	Prefix^1 + prefix^1 + free base + suffix = *under + ex + pos̸e + ed*
5. *knees*	[n] = *kn* Free base + suffix = *knee + s*
6. *unknown*	[n] = *<n>* & *<kn>* & *<n>*
7. *cinnamon*	[n] = *<nn>* & *<n>* [m] = *<m>* [s] = *<c>*
8. *foreigners*	[n] = *<gn>* Free stem + suffix^1 + suffix^2 = *foreign + er + s*
9. *innocently*	[n] = *<nn>* [n] = *<n>* Prefix + bound stem + suffix = *in + nocent + ly*
10. nonalcoholic	[n] = *<n>* [n] = *<n>* Prefix + free stem + suffix = *non + alcohol + ic*

CHAPTER **11** **Student 06-Lesson 1-24**

Chapter Outline

11.1 Lesson One

Deleting Final <e> in Stems that End Ve#

1. **Final <e> Deletion Rule**. You delete a final <e> that marks a soft <c> or soft <g> only when you add a suffix that begins with the letters _____, _____, or _____; you delete all other silent final <e>'s whenever you add a suffix that starts with any _____.

2. Here are some free stems and suffixes for you to add together to practice final <e> deletion:

TABLE 11.1:

Free Stem	+ Suffix	= Word
rhyme	+ ing	=
analyze	+ ed	=
arrive	+ al	=
immune	+ ize	=
marriage	+ able	=
chocolate	+ y	=
motorcyle	+ ist	=
disguise	+ ing	=
complete	+ ed	=
concrete	+ ion	=
supportive	+ ness	=
breathe	+ ing	=
mortgage	+ able	=
mortgage	+ ed	=
exercise	+ ing	=

3. So far you've worked with final <e> deletion only with words that have a consonant right in front of the final <e> — like the <c> in *pronounce* or the <m> in *rhyme*. But words that end with the pattern Ve#, like *true* and *dye*, have a vowel right in front of the final <e>. When we add a suffix that starts with a vowel to words with the Ve# pattern, different things can happen.

For instance, below are some words whose stems end in the Ve# pattern <oe>#. We have analyzed them into their stems and suffixes. Mark any final <e> deletion that took place and then write either "Yes" or "No" in the right hand column as we have done with the first one:

TABLE 11.2:

Words	= Stem + Suffix	Did final <e> deletion occur?
toed	= to~~e~~ + ed	*Yes*
hoeing	= hoe + ing	
hoer	= hoe + er	
canoeing	= canoe + ing	
canoed	= canoe + ed	
canoeist	= canoe + ist	

TABLE 11.2: (continued)

Words	= Stem + Suffix	Did final \<e\>deletion occur?
horseshoer	= horseshoe + er	
horseshoeing	= horseshoe + ing	

4. When you add a suffix that starts with a vowel to a stem that ends <oe>, you do NOT delete the final <e>if the suffix starts with the letter. Otherwise, you do delete the final <e>, just as the Final <e>Deletion Rule says.

11.2 Lesson Two

Final <e>and V

1. Here are some words with V*e*# stems that end <ee>. Your job is the same as it was with the <oe>stem words in the previous lesson:

TABLE 11.3:

Word	= Stem + Suffix	Did final <e>deletion occur?
seeing	= see + ing	
foreseeable	= foresee + able	
agreeable	= agree + able	
agreeing	= agree + ing	
refereed	= referee + ed	
refereeing	= referee + ing	
freest	= free + est	
seer	= see + er	
guaranteeing	= guarantee + ing	
foreseeable	= foresee + able	

2. When you add a suffix that starts with a vowel to a stem that ends <ee>, you do NOT delete the final <e>if the suffix starts with the letters _____ or _____. Otherwise, you do delete the final <e>, just as the Final <e>Deletion Rule says.

3. V*e*# stems that end with <ie>do something special when we add certain suffixes to them. For instance, here is what happens when we add *-ing* to the stem *lie*:

$$li\cancel{e} + y + ing = lying.$$

The final <e>is deleted, as the rule says it should be. But notice that if we stopped there, we'd get *li$\cancel{e}$ + ing = *liing*. English avoids <ii>, so * *liing* is an unacceptable spelling. But we can't just delete one of the $< i >$s, because that would lead to * *ling*, which doesn't look at all like the sound of the word it is meant to spell.

So we make use of the fact that $< i >$ and <y>are a two-letter team. You've already seen that in a number of words we change a <y>to an $< i >$ when we add a suffix. For example: *try + ed = tr$\cancel{y}$ + i + ed = tried* and *lady + es = lad$\cancel{y}$ + i + es = ladies*. When we want to add *-ing* to a word like *lie*, we do just the opposite: We change the $< i >$ to <y>: *li$\cancel{e}$ + y + ing = lying*.

However, this $< i >$ to <y>change only occurs when the suffix starts with $< i >$. With other suffixes we just delete the final <e>: *lie + ed = li$\cancel{e}$ + ed = lied* and *lie + ar = li$\cancel{e}$ + ar = liar*.

4. Analyze each of the following words into its stem with <ie>and suffix. Show any changes of $< i >$ to <y>:

TABLE 11.4:

Words	= Stem + Suffix	Did the <I>change to <y>?
lying	= li~~e~~ + y + ing	*Yes*
lied	=	
lies	=	
tied	=	
tying	=	
ties	=	
died	=	
dying	=	
pies	=	

5. When you add a suffix that starts with the letter _____ to a stem that ends <ie>, you change the _____ to an _____ and delete the _____. Otherwise, you just delete the final <e>.

11.3 Lesson Three

Summary of Final <e>Deletion in V

1. Below you are given stems ending in V*e* # and suffixes to be added to them to make new words. Be sure your analysis shows any changes as we have done with the first one:

TABLE 11.5:

Stem + Suffix	= Analysis	= Word
lie + ing	= li*é* + y + ing	= *lying*
agree + able	=	=
canoe + ist	=	=
die + ing	=	=
free + est	=	=
hoe + ing	=	=
die + ed	=	=
guarantee + ing	=	=
toe + ed	=	=
tie+ er	=	=
free + ed	=	=
canoe + ed	=	=

2. Add the following Ve# stems and suffixes to make words. In your analysis show any changes that take place:

TABLE 11.6:

Stem + Suffix	= Analysis	= Word
argue + ing	=	=
glue + s	=	=
vie + ed	=	=
rescue + er	=	=
sue + ed	=	=
free + ly	=	=
value + able	=	=
referee + ed	=	=
vie + ing	=	=
issue + ed	=	=
eye + ed	=	=
tiptoe + ed	=	=
blue + ing	=	=
tie + ing	=	=
see + ing	=	=
true + est	=	=

3. When you add a suffix that starts with a vowel to a stem that ends <ue>, do you delete the final <e>? _____

4. **Original Final <e>Deletion Rule**. You delete a final <e>that marks a soft <c>or soft <g>only when you add a suffix that begins with the letters _____, _____, or _____; you delete all other silent final <e>'s whenever you add a suffix that starts with any _____.

5. Most V*e*# words follow the Final <e>Deletion Rule, but there are three special cases:

(a) **<ie>**. When you add a suffix that starts with $< i >$ to a stem that ends <ie>, you delete the final <e>and change the _____ to _____.

(b) **<ee>**. When you add a suffix that starts with the letters _____ or _____ to a stem that ends <ee>, you do not delete the final <e>.

(c) **<oe>**. When you add a suffix that starts with the vowel _____ to a stem that ends <oe>, you do not delete the final <e>.

6. There are only about twelve words that raise the three complications we've listed above. It isn't worth making our rule long and hard-to-remember just to account for a dozen or so words. But we can keep our revision of the rule fairly simple by revising it to something like this:

Final <e>Deletion Rule: You delete a final <e>that marks a soft _____ or soft _____ only when you add a suffix that begins with the letters _____, _____, or _____; and except for a few words with stems that end <ee>, <ie>, or <oe>, you delete all other silent final <e>'s whenever you add a suffix that starts with any _____.

That little bit of a change keeps our rule honest without making it so long and complicated that it is hard to remember. All you have to do is keep those few stems that end <ee>, <ie>, or <oe>in mind - and that isn't too hard since if you try deleting the final <e>in words like *toeing* and *seeing* and *forseeable*, you get such funny-looking spellings that you would probably notice them anyhow.

11.4 Lesson Four

How Do You Spell Long

1. You can hear the long < i > sound [ī] in the word *ripe*. Most of the time [ī] us spelled < i > in the regular long vowel patterns VCV, V.V, V *e*#, and VC*le*. Find the < i > that spells [ī] in each of the following words. Mark the < i > and the letters after it to show which of these four patterns each word contains:

disguise	recognize	violence	idea	digest
tie	client	silence	pioneer	bible
trifle	exercise	appetite	finally	triumph
acquire	survival	annihilate	bridle	lie
bicycle	pie	title	horizon	variety

2. Sort the twenty-five words into these four groups:

Words in which [ī] is spelled <i> in the pattern . . .

VCV	V.V	VC*le*	V*e*#

3. The next most common spelling of [ī] is <y>in the regular long vowel patterns VCV, V#, V*e*#, V.V, and VC*le*. In each of the following words find the <y>that is spelling [ī] and mark the pattern that it is in:

analyze	cycle	unicycle	hygiene	typewriter
butterfly	multiply	rhyme	hyena	xylophone
dye	typist	qualify	terrify	denying
occupy	supply	testify	denying	tying
recycle	hyacinth	style	vying	identify

4. Sort the words into the following five groups:

Words in with [ī] spelled <y> in the pattern . . .

V#		VCV	V.V	V*Cl*e	V*e*#

5. Both < i > and <y>often spell [ī] in the V.V pattern when certain suffixes are added to stems that end in <ie>, <ye>, or <y>. Find the letters that are spelling [ī] in the words below and mark the V.V pattern in each one. Then analyze each word into stem plus suffix to show how the V.V pattern comes about:

TABLE 11.7:

Word	= Stem + Suffix
identifiable	= *identif y̆ + i + able*
multiplying	=
liar	=
drier	=
qualifying	=
dying	=
identifiable	=
reliance	=
supplier	=

11.5 Lesson Five

Long

1. You have seen that one VCC pattern that regularly has a long vowel in front of it is the VC*le* pattern: *bible, bridle, rifle*. A similar but not so common case is the VC*r*V pattern. Find the letter that is spelling [ī] in the words below, mark it 'v', and then mark the next two letters after it either 'v' or 'c':

library   microscope   nitrogen   migrate   tigress   vibrate

2. But long < i > occurs in several other VCC patterns, too. Some of the following words have long < i >; some have short < i >. Mark the letter that is spelling [ī] or [i] in each 'v' and then mark the next two letters either 'v' or 'c':

assigned	highway	thigh	resign	sights
child	winter	brightly	delight	isle
dignity	tighten	countersign	timber	knight
building	island	resignation	blind	mankind
climb	pint	wildly	kindness	taillight
behind	window	children	remind	grind

3. Sort the thirty words into these two groups:

Words in which <i> in a VCC pattern spells a . . .

long vowel				short vowel

4. Sort the words with long < i > into the following seven groups:

Words in which long <i> comes right before the consonant combination . . .

<gh>		<nd>		<gn>

Words in which long <i> comes right before the consonant combination . . .

<ld>	<sl>	<mb>	<nt>

5. Four of these combinations contain one or more silent consonant letters. List the four below:

6. These special cases of long $< i >$ in VCC patterns are due to changes that occurred in our language hundreds of years ago. There is little we can do except to try to remember them. Fortunately, only a few words contain them, not many more than in the list above.

11.6 Lesson Six

Digraph Spellings of Long

1. When two letters work together to spell a single sound, we call them a **digraph**. Long $<$ i $>$ is spelled by several different digraphs. Underline the letters that spell long $<$ i $>$ in each of the following words. Do not underline the <gh>in words like *height*:

fiery	bayou	stein	guy
either	geyser	sleight	feisty
height	buyer	neither	seisimic
aisle	eye	poltergeist	kaleidoscope

2. You should have found six different digraph spellings of [ī] in these words. One digraph occurs in nine of the words. That digraph is _____. Write the nine words below:

3. Two digraphs each occur in two of the words. Those digraphs are _____ and _____. Write the two words with the first of these digraphs in the boxes below:

Write the two words with the second of these two digraphs below:

5. Three digraphs occur in only one word each. Those three digraphs are _____, _____, and _____. The word with the first of these digraphs is _____. The word with the second digraph is _____. The word with the third is _____.

6. The <ie>spelling of [ī] often occurs at the boundary between a stem and suffix. Analyze each of the following words into its stem and suffix to show how the <ie>spelling of [ī] comes about:

TABLE 11.8:

Word	= Stem + Suffix
tied	= *tie̸ + ed*
skies	=
dried	=
supplies	=
allies	=
testified	=
qualified	=
trial	=
occupies	=
multiplied	=

7. The most common spelling of [ī] is the letter _____. The second most common spelling of [ī] is the letter _____. Six other less common spellings of [ī] are the digraphs _____, _____, _____, _____, _____, and _____.

11.7 Lesson Seven

Review of Long

1. The most common spelling of [ī] is the letter _____. The second most common spelling of [ī] is the letter ____-_____. Six other less common spellings of [ī] are the digraphs _____, _____, _____,_____, _____, and _____.

2. Underline the letters that spell long <ī>in each of the following words:

child	library	multiplies	bible	microscope
exercise	climb	vibrate	occupy	analyze
variety	silence	seismic	geyser	buyer
multiply	triumph	island	tighten	aisle
lies	identify	assign	blind	style
height	dye	horizon	acquire	violence
title	neither	client	cycle	deny

3. Sort the words into these two groups:

Words in which long <ī>' is spelled with a . . .

single letter				digraph

4. Now sort the words in which [ī] is spelled with a single letter into the following seven groups:

Words in which [i] is in the pattern . . .

VCV	V.V	V#	V*e*#

Words in which [ĭ] is in the pattern . . .

VC*le*	VC*r*V	VCC	

11.8 Lesson Eight

Test One

TABLE 11.9:

Words	Analysis
1.	Free base + suffix = _____
2.	Free base + suffix = _____
3.	Free stem + suffix = _____
4.	Free base + suffix = _____
5.	[ī] = _____ in the pattern _____
6.	Free base + suffix = _____
7.	Free stem + suffix = _____
8.	Free stem + suffix = _____
9.	Free stem + suffix = _____
10.	Free stem + suffix = _____

TABLE 11.10: Answers to Test One

Words	Analysis
1. *freed*	Free stem + suffix = *free̸ + ed*
2. *tying*	Free base + suffix = *ti̸e̸ + y + ing*
3. *qualified*	Free base + suffix = *qualify̸ + i + ed*
4. *dying*	Free base + suffix = *dy̸e̸ + ing*
5. *analyzed*	[ī] = *<y>* in the pattern *VCV*
6. *eyes*	Free base + suffix = *eye + s*
7. *agreeing*	Free stem + suffix = *agree + ing*
8. *identified*	Free stem + suffix = *identify̸ + i + ed*
9. *canoeing*	Free stem + suffix = *canoe + ing*
10. *multiplied*	Free stem + suffix = *multiply̸ + i + ed*

11.9 Lesson Nine

The Suffix

1. The suffix *-ive* changes nouns and verbs into adjectives. It adds the meaning "tending to" or "doing" or "being." Each of the following words consists of a verb or noun plus the suffix *-ive*. Analyze each one. Be sure to show any cases where a silent final <e>was deleted:

TABLE 11.11:

Adjective	= Noun or verb	+ Suffix
defensive	= *defens¢*	+ *ive*
massive	=	+
excessive	=	+
supportive	=	+
reflective	=	+
effective	=	+
directive	=	+
exhaustive	=	+
detective	=	+
narrative	=	+
disruptive	=	+
subjective	=	+
active	=	+
attractive	=	+
retrospective	=	+

2. Here are some the other way around. Combine the elements to make adjectives. Show any changes that occur when the elements combine:

TABLE 11.12:

Elements	= Adjective
ex + cess + ive	=
intro + spect + ive	=
ob + struct + ive	=
retro + spect + ive	=
ob + ject + ive	=
ad + gress + ive	=
sub + ject + ive	=
re + strict + ive	=
re + cept + ive	=
per + cept + ive	=
de + fect + ive	=
ex + secute + ive	=
dis + rupt + ive	=

3. Some adjectives are formed not by adding *-ive* to nouns or verbs, but rather to bound stems. Each of the bound stems is related to a verb that is spelled slightly differently from the bound stem. (Usually verb has a <d>where the bound stem has an < s >.) Combine the following bound stems and suffixes to make adjectives, and then in the right hand column write the related verb:

TABLE 11.13:

Bound stem + suffix	= Adjective	Related Verb
extens + ive	= *extensive*	*extend*
attent + ive	=	
inclus + ive	=	
exclus + ive	=	
explos + ive	=	

4. Often an adjective that ends in *-ive* comes to be used also as a noun. For instance, the verb *execute* becomes the adjective *executive*, which is then used as a noun, as in "She is an executive in a computer company." In the tables in this lesson there are at least six adjectives that end in *-ive* and can also be used as nouns. See how many you can find:

11.10 Lesson Ten

The Prefixes

1. The prefix *sur-* adds the meanings "over, beyond, extremely" to words. For instance, a surtax (*sur + tax*) is an extra charge added beyond the regular tax. Now compare the meanings of the words in these pairs and decide which of these meanings the prefix *inter-* adds to the words in the right column: "under, beneath, too little" or "between, among, together" or "no, not":

act	interact
connect	interconnect
national	international
state	interstate

Inter- adds the meaning _____.

2. Both *sur-* and *inter-* are often added to free stems, like *tax* and *connect*. The following words all contain the prefix *sur* -or *inter-* plus a free stem. Analyze each one and be ready to talk about what they mean:

TABLE 11.14:

Word	= Prefix	+ Free Stem
surmount	=	+
interview	=	+
surplus	=	+
intermission	=	+
surname	=	+
interchange	=	+
surface	=	+
interwine	=	+
surpass	=	+
intermediate	=	+
surround	=	+
surrender	=	+

3. The prefixes *sur-* and *inter-* are also often added to bound stems. Each of the following words contains the prefixes *inter-* and *sur-* plus a bound stem. Analyze each one:

TABLE 11.15:

Word	= Prefix	+ Bound Stem
intercept	=	+
surprise	=	+
interest	=	+

<h3 align="center">TABLE 11.15: (continued)</h3>

Word	= Prefix	+ Bound Stem
surveillance	=	+
interrupt	=	+
survey	=	+
interpret	=	+
survive	=	+
intersect	=	+
intervene	=	+
interfere	=	+
interval	=	+

4. In some of these words it is not always too clear what the prefix and bound stem mean, even if you know the meaning of the whole word. But even if you can't always be sure what they mean, it is still useful to be able to recognize the prefix and stem in such words. And usually you can see a connection between the root meanings of the base and suffix and the meaning of the modern word. In the table below you are given the meanings of the bases from the the following words:

intercept	surrender	intersect	surveillance	survey
surprise	interrupt	interval	intervene	survive

Remember that the root meaning of *sur-* is "over, beyond, extremely"; that of *inter-* is "between, among, together. Be ready to discuss the connection between the meanings of the prefixes and bases and the meanings of the words:

cept = "take"	val = "wall"
prise = "take"	veill = "watch"
render = "give"	vene = "come"
rupt = "burst"	vey = "see"
sect = "cut"	vive = "live"

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11.11 Lesson Eleven

How Do You Spell [r] ?

1. There are four different ways of spelling [r]. Underline the letters that spell [r] in the following words, and you should find all four spellings:

breathing	recognize	reflection	surplus
acquire	remarried	terrify	surrender
rewrote	corrected	interest	winter
wrong	alternate	interfere	referred
resignation	rhyme	area	arrived
written	interpret	pioneer	surround
rhinoceros	freedom	children	interrupt
reliance	wrappings	intermediate	liar

2. Sort the words into these four groups. Some words will go into more than one group:

Words in which [r] is spelled . . .

<rh>	<wr>	<rr>	

Words in which [r] is spelled . . .

<r>			

3. Now sort the twenty-three words in which [r] is spelled <r>into these three groups. Again, some words will go into more than one group:

Words with an <r> that spells an [r] that is . . .

at the beginning of the word	in the middle of the word	at the end of the word

5. Based on the sample of words in this lesson, [r] is most often spelled _____ or _____.

Word Histories. *Colonel* is a very odd word in that in it [r] is spelled <l>! Earlier *colonel* was pronounced more as it is spelled, [kolnel]. There was another closely related word spelled *coronel* and pronounced [kurnel]. For reasons that are not clear, the pronunciation of *coronel* became attached to the spelling of *colonel*. Except for its transferred pronunciation, the word *coronel* has disappeared, as has the original pronunciation of *colonel*.

A pronunciation has transferred from one word to another more than once in English. For instance, we used to have a verb pronounced [āk] and usually spelled *ake*; we also had *ake's'* parnter noun pronounced [āch] and usually spelled *ache*. Over time the pronunciation of the verb became attached to the spelling of the noun, and the other spelling and pronunciation disappeared from our language. So now we have *ache* pronounced [āk] for both noun and verb.

11.12 Lesson Twelve

Sometimes [r] is Spelled <rr>

1. Most of the time [r] is spelled <r>- but not always. Here are twenty words in which it is spelled <rr>. Underline the <rr>spellings in each word:

irrigation	interrupt	irritate	underrated
overripe	conferring	preferred	transferring
referred	scarred	arrange	irresponsible
arrest	correctly	irregular	surrendered
arrival	corruption	correspond	surroundings

2. You have seen that we often get double consonants because of simple addition: If a word contains two elements, and the first element ends in a consonant and the second element starts with the same consonant, we get a double consonant. Five of the twenty words have <rr>because of simple addition. Find these five words, write them in the left column below, and then analyze them to show where the <rr>comes from:

TABLE 11.16:

Word	Analysis
overripe	*over + ripe*

3. **Twinning Rule**. You twin the final _____ of a free stem that has one vowel sound and ends _____ when you add a suffix that starts with a _____. You twin the final consonant of a free stem that has two vowel sounds whenever you add a suffix that starts with a _____ and the stem ends and has strong _____ stress on its _____-__ vowel both before and after you add the suffix.

4. In five of the twenty words above, [r] is spelled <rr>because of twinning. List them below and analyze each one to show how twinning produces the <rr>spellings:

TABLE 11.17:

Word	Analysis
referred	*refer + r + ed*

11.13 Lesson Thirteen

The Spelling <rr>and Assimilation

1. Here are the twenty words from the previous lesson that all contain <rr>:

irrigation	interrupt	irritate	underrated
overripe	conferring	preferred	transferring
referred	scarred	arrange	irresponsible
arrest	correctly	irregular	surrendered
arrival	corruption	correspond	surroundings

You have seen that five of these twenty words have <rr>because of simple addition and five of them have <rr>because of twinning. Find these ten in the list above and cross them off.

2. When the prefixes *ad-*, *com-*, and *in-* are added to stems that start with an <r>, they assimilate to _____, _____, and _____.

3. Ten of the twenty words above with [r] spelled <rr>start with an assimilated form of *ad-, com-,* or *in-*. Find them, write them in the left column below, and analyze them to show the assimilation that leads to the <rr>:

TABLE 11.18:

Word	Analysis: Prefix + Stem
irrigation	*in̸ + r + rigation*

4. The following words each contain two prefixes and a stem. See if you can analyze them to show where the <rr>comes from:

TABLE 11.19:

Word	= Prefix[1]	+ Prefix[2]	+ Stem
incorrect	=	+	+
rearrange	=	+	+
unirritable	=	+	+
overirrigated	=	+	+
noninternational	=	+	+
uncorrupted	=	+	+
rearresting	=	+	+
nonsupportive	=	+	+
disarranged	=	+	+
irresponsibly	=	+	+
unsurprising	=	+	+
reinterpret	=	+	+
noninterrupted	=	+	+

TABLE 11.19: (continued)

Word	= Prefix[1]	+ Prefix[2]	+ Stem
disinterested	=	+	+

11.14 Lesson Fourteen

The Sound [r] and the VCC Pattern

1. In the VCV pattern, the first vowel will usually be _____; but in the VCC pattern, the vowel will usually be _____.

Vowels before [r] are often pronounced differently from the way they are pronounced before other consonant sounds. This difference is most noticeable in VCV words in which the consonant is [r] spelled <r>. For instance, the $< a >$ in *dare* spells a sound quite different from that spelled by the $< a >$ in words like *date, dame*, and *dale*. In *dare* the $< a >$ spells a sound close to [e] .

There is variation, too, in VCC strings in which the CC is <rr>. For instance, in some people's pronunciation the words *merry* and *marry* sound exactly alike, but in other people's pronounciation they sound different from one another.

2. Here are some words with <rr>in VCC patterns. Read them and pronounce them. Listen carefully to see if you can hear which short vowel is right in front of the [r]. Sometimes it can be a bit hard to decide, so don't be too discouraged if you have a little trouble with it. The spelling is a major clue:

narrow	marriage	merry	mirror
sorrow	error	carriage	terrible
sorry	borrow	carry	territory
marry	terrify	raspberry	arrow
terrace	narrative	horrible	cherry
tomorrow	sparrow	barrel	errand

3. Sort the words into these four groups:

Words with <rr> following a . . .

short <a>, [a]		short <e>, [e]	

Words with <rr> following a . . .

short <i>, [i]	short <o>, [o]		

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4. About 99 times out of a hundred [r] is spelled either <r>or <rr>. Most of the time [r] is spelled either _____ or _____.

5. You have worked with four different things that sometimes lead to <rr>in a word. The first one is simple addition. What are the other three?

11.15 Lesson Fifteen

Sometimes [r] is <wr>, Sometimes <rh>

1. There are only two other spellings of [r] — and they occur in only very few words. The first of the two is <wr>. Several hundred years ago both the <r>and the <w>were pronounced, but in time people simplified things and quit pronouncing the <w>. Here are the most common words in which <wr>occurs:

write	wrong	wrote	written
wrap	wreck	wreath	wrath
wrench	wrestle	wrinkle	wrist
wretch	wring	wren	wriggle

You might try pronouncing the <w>and the <r>in some of these words, just to see what a mouthful they can be.

2. In what part of the word do you find the <wr>? _____. Three of the words have to do with putting words down on paper. The three are _____, _____, and _____. You can use a _____ to loosen a nut and bolt. When two cars run into on another, it is called a. Your hand is connected to your arm at the _____. At Christmas some people put a _____ on their door. You us an iron to remove _____ from your clothes. If an answer is not right, it is _____.

3. Rewrite the sixteen <wr>words in alphabetical order:

1.	5.	9.	13.
2.	6.	10.	14.
3.	7.	11.	15.
4.	8.	12.	16.

3. Words in which [r] is spelled <wr>all come from the German side of our language's family. In some words that come from Greek [r] is spelled <rh>. The Greek alphabet contained a letter called *rho*, pronounced [rō] When Greek words were written in our alphabet, the rho was represented by <rh>. The most common words with <rh>are these:

rhyme	rhinestone	rhinoceros
rheostat	rheumatism	rhetoric
rhythm	rhapsody	rhubarb

Arrange these nine words in alphabetical order:

1.	4.	7.
2.	5.	8.
3.	6.	9.

4. In the word *rhinoceros* the first element, *rhino*, in Greek meant "nose," and the second element, *ceros*, meant "horn." So *rhinoceros* meant what? _____

5. In the word *rhapsody* the first element, *rhaps*, meant "stitch, sew," and the second element, *ody* meant "song." So *rhapsody* meant what? _____

6. You have worked with four ways of spelling [r]. They are _____, _____, _____, and _____. Of these four spellings which is the most common? _____. Which is the second most common? _____. Which are the two least common? _____ and _____.

11.16 Lesson sixteen

Review of [r]

WordSpell. In this WordSpell you have the following fourteen letters with which to spell words:

y	e	m	t	h	i	a	n	c	o	g	k	s	l

All the words you spell must contain the sound [r] spelled either <rr>, <wr>, or <rh>. You are to spell the words into the boxes below. We have filled in all the [r] spellings for you. The last three lessons have enough example words to fill in the boxes, but you may think of some different words, too.

Words with [r] spelled <rh>:

r	h				
r	h				

Words with [r] spelled <rr>:

		r	r			
	r	r		r		
		r	r			
		r	r			
		r	r		r	
	r	r				
			r	r		
		r	r			
			r	r		

Words with [r] spelled <wr>:

w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					

11.17 Lesson Seventeen

Four Bound Bases

1. Elements are the smallest parts of written words that add meaning to the words. There are three kinds of elements: prefixes, bases, and suffixes.

Prefixes are elements that go at the _____ of words and (can/cannot) stand free as words. In the words *unguided* and *receptive* _____ and _____ are prefixes.

Suffixes are elements that go at the _____ of words and (can/cannot) stand free as words. In the words *unguided* and *receptive*, _____ and _____ are suffixes.

Bases are elements that can have _____ and _____ added at the_____and. In the words *unguided* and *receptive* _____ and _____ are bases.

There are two kinds of bases, free and bound. Free bases (can/cannot) stand free as words, but bound bases (can/cannot).

2. Each of the following words consists of prefixes, suffixes, and bound bases. You have worked with most of the elements in previous lessons. You should find four different bound bases in the eighteen words. Analyze each word into its elements. Besure to show any assimilations or other changes that take place:

TABLE 11.20:

Word	= Analysis
accepted	=
effective	=
concepts	=
infection	=
suggestion	=
prospecting	=
suggested	=
affection	=
congested	=
receptive	=
except	=
interception	=
defective	=
respectable	=
perfected	=
introspective	=
retrospective	=

3. The four bound bases are _____, _____, _____, and _____.

4. Each of the following words consists of a prefix, a bound base, and a suffix. The bound bases are the same ones you just worked with. Some of the prefixes and suffixes may be new to you. Don't let that bother you. Analyze each word. Watch for changes when suffixes get added:

TABLE 11.21:

Word	= Analysis
affection	=
interception	=
respectful	=
deceptive	=
perspective	=
confection	=
circumspectly	=
reception	=
receptacle	=
susceptible	=
imperceptible	=

☞ !!! ☜

Word Turn. Try to spell out six words that start and end with the letters of the word *rhythm* spelled once forwards and once again turned around backwards. The words you spell can be of any length, but they must start and end with the letters given in the six rows. We've given you a start:

r	*roam*	m
h	*health*	h
y		t
t		y
h		h
m		r

11.18 Lesson Eighteen

The Homophones

1. *Affect* and *effect* may well be the two hardest of all homophones to sort out, but there are some things that can help:

Most of the time *effect* is a noun, and *affect* is a verb:

Effect means "a result, a change."

Affect means "to influence, to change."

The punishment had no effect on his behavior.
                       noun

The punishment did not affect his behavior.
                         verb

The noun *effect* and the verb *affect* are a team: If something affects something else, it has an effect on it.

Affect contains the prefix *ad-*: ad + f + fect, thus the $< a >$.

Effect contains the prefix *ex-*: ex + f + fect, thus the <e>.

The noun *effect* often occurs in the phrase "the effect." Remember that phrase, and remember that in it there are two <e>'s together: the one at the end of *the* and the one at the beginning of *effect*. The phrase "the effect" can help you remember that the noun *effect* starts with an <e>.

2. *Except* and *accept*, though they differ more in sound, can cause about as much trouble for spellers as do *effect* and *affect*. They, too, contain the prefixes *ex-* and *ad-*: *except* = ex + cept and *accept* = ad + c + cept.

But here knowing the prefixes is of more help than it is with *effect* and *affect*. The base *cept* means "take." The prefix *ex-* means "out," and *ad-* means "to, towards." When you except something, or make an exception of it, you take it out or leave it out. When you *accept* something, you take it to you or toward you.

So remembering the prefixes *ex-* and *ad-* can be very useful for keeping both the meanings and the spellings straight.

3. Analyze the words in bold face into prefixes, bases, and suffixes:

TABLE 11.22:

Sentence and Word	Analysis of Word
Heights don't **affect** her at all.	
But he is greatly **affected** by them.	
The **effect** of the medicine was quick.	
The medicine was **effective**.	
Everyone left **except** Bob.	
Bob was the **exception**.	
She decided to **accept** the job.	
She **accepted** it gladly.	

4. Cross out the incorrect words:

a. The (effect/affect) of his decision was surprising.

b. She would not (except/accept) his apology.

c. His sore throat might (effect/affect) his singing.

d. Will you (except/accept) this gift?

e. Everyone (except/accept) you has signed already.

f. We don't know which was cause and which was (effect/affect).

g. He (excepted/accepted) her from the punishment,

h. Einstein's (effect/affect) on science was very great.

11.19 Lesson Nineteen

Fossil Final <e>'s

1. Most of the time silent final <e>'s mark long vowels, or they mark soft <c>'s and <g>'s, or they mark voiced < th >, or they insulate < s >, <z>, < u >, or <v>at the end of words. But some silent final <e>'s have no function at all in their words. For instance, the <e>at the end of *culture* has no function, so *culture* could just as well end with <ur>, the way, for instance, *murmur* and *occur* do. *Culture* comes from an old French word that was spelled exactly the same way we spell it. After it was taken into English, people kept the French spelling, including the final <e>. Final <e>'s like the one in *culture*, which no longer have any function, are called **fossils**.

2. Some of the following words end with fossil final <e>'s; some with final <e>'s that have regular functions. Sort them into the two groups below. Remember that if a silent final <e>does not have a function, it is a fossil:

fertile	medicine	fortune	intertwine	some
chocolate	are	pirate	xylophone	cyclone
immune	appetite	rewrite	square	dome
annihilate	create	gasoline	definite	awhile
opposite	welcome	examine	done	gone

Words in which silent final <e> . . .

is a fossil		has a function	

3. Now sort the words with fossil final <e>'s into the following eight groups:

Words that end with the letters . . .

<are>	<ate>	<ile>	<ine>

Words that end with the letters . . .

<ite>	<ome>	<one>	<une>

4. The ending <ate>is interesting because there are several pairs of words that end in <ate>, are spelled the same, and have closely related meanings. They differ slightly in pronunciation: One word in the pair will end with the sound [āt] with a stressed long $< a >$ and a functional final <e>. The other word in the pair will end with a sound more like [it], with an unstressed short $< i >$ and a fossil final <e>. The word that ends [āt] will be a verb; the word that ends [it] will be either a noun or an adjective. For instance, when you graduate (with [āt]), you become a graduate (with [it]).

Read the following sentences. Listen to the sound of the word in bold face type and decide whether it is a verb or a noun or an adjective. Write either '[āt]' or '[it]' in the Sound column. Write 'Verb', 'Noun', or 'Adjective' in the Part of Speech column. If the word ends with a fossil final <e>, put a check in the Fossil <e>column, as we have done with the first two:

TABLE 11.23:

Sentence	Sound	Part of Speech	Fossil <e>
1. She will **graduate** in June.	*[āt]*	*Verb*	
2. Then she will be a **graduate**.	*[it]*	*Noun*	✓
3. I can't **estimate** how much it will cost.			
4. The **estimate** will probably be too high.			
5. The defendant could not **elaborate** on his alibi.			
6. It was not a very **elaborate** story.			
7. They had to sit in **separate** corners of the room.			
8. Their teacher had to **separate** them.			
9. He has very **moderate** views on politics.			
10. He already did **moderate** his views.			
11. They only visit us on **alternate** weekends.			
12. The lessons **alternate** between being too easy and too hard.			

5. **Deleting Fossil Final <e>'s**. The good thing about fossil final <e>'s is that you delete them just like most other final <e>'s: You delete fossil final <e>whenever you add a suffix that starts with a vowel.

11.20 Lesson Twenty

Summary of Final <e>Deletion

1. Earlier you worked with the deleting final <e>'s in stems that end <ee>, <ie>, or <oe>:

a. We do not delete final <e>in stems that end <oe>when we add suffixes that start with an $< i >$: *toe + ing = toeing*, not *toing.

b. We do not delete final <e>in stems that end <ee>when we add suffixes that don't start with an <e>: *see + ing = seeing*, not *seing.

c. We delete the final <e>and also change the $< i >$ to <y>in stems that end <ie>when we add suffixes that start with $< i >$: *lie + ing = li̸e̸ + y + ing = lying*.

2. Here is the Final <e>Deletion Rule as we have finally worked it out:

You delete a final <e>that marks a soft _____ or soft _____ only when you add a suffix that begins with the letters _____, _____, or _____; and except for a few words with stems that end <ee>, <ie>, or <oe>, you delete all other silent final <e>s whenever you add a suffix that starts with any _____.

3. Here are some stems and suffixes that give you a chance to practice the Final <e>Deletion Rule. Add the suffixes to the stems, and be sure that you show any final <e>deletions that take place. In the Word column write the word you form. In the Final <e>column write the number from the list below that best describes what the final <e>is doing in the stem:

   a. Marking or helping spell a long vowel
   b. Marking a soft <c>or <g>
   c. Marking a voiced <th>
   d. Insulating an $< s >$, <z>, $< u >$, or <v>
   e. Filling out a VC*le* pattern
   f. A fossil

TABLE 11.24:

Stem + Suffix	= Word	Final <e>
rhym̸e̸+ ed	= *rhymed*	*1*
fertile + ize	=	
referee + ing	=	
survive + al	=	
angle + s	=	
cyclone + s	=	
disagree + ed	=	
terrace + ing	=	
marriage + able	=	
fortune + ate	=	
breathe + ing	=	
wrinkle + ed	=	
exposure + s	=	

TABLE 11.24: (continued)

Stem + Suffix	= Word	Final \<e\>
vague + ly	=	
rescue + er	=	
chocolate + y	=	
are + n't	=	
love + able	=	
concrete + ly	=	
medicine + s	=	
canoe + ist	=	
big-league + er	=	
immune + ity	=	
horseshoe + er	=	
issue + ed	=	
wrestle + ing	=	
analyze + ed	=	
influence + ing	=	
collapse + ed	=	
irrigate + ion	=	
write + s	=	
carriage + s	=	
catalogue + er	=	
pirate + s	=	

11.21 Lesson Twenty-one

Test Two

TABLE 11.25:

Words	Analysis
1.	Prefix + free base + suffix = _____
2.	[r] = _____ due to _____
3.	Prefix + bound base + suffix = _____
4.	Prefix + bound base + suffix = _____
5.	[r] = _____due to _____
6.	Function of final \<e\>: _____
7.	[r] = ____ due to _____
8.	[r] = _____
9.	Prefix + bound base + suffix = _____
10.	[r] = _____

TABLE 11.26: Answers to Test Two

Words	Analysis
1. *remarried*	Prefix + free base + suffix = *re+flect + ive*
2. *surround*	[rr] = *\<rr\>* due to *simple addition*
3. *exception*	Prefix + bound base + suffix = *ex + cept + ion*
4. *interrupted*	Prefix + bound base + suffix = *inter + rupt + ed*
5. *irrigating*	[r] = *\<rr\>* due to *assimilation*
6. *chocolate*	Function of final \<e\>: *Fossil*
7. *referred*	[r] = *\<rr\>* due to *twinning*
8. *wrestle*	[r] = *\<wr\>*
9. *affected*	Prefix + bound base + suffix = *ad + f + fect + ed*
10. *rhyming*	[r] = *\<rh\>*

11.22 Lesson Twenty-two

How Do You Spell [l]?

1. You can hear the sound [l] at the beginning and end of the word *lull*. Underline the letters that spell [l] in each of the following words:

ability	symbol	fertilizer	lieutenant
wrinkle	bungle	regular	national
freely	cathedral	guilty	leisure
annihilate	delegate	horrible	angrily
awhile	elaborate	jungle	league

2. Now sort the twenty words into these three groups:

Words with [l] . . .

in the front	in the middle	at the end

3. How is [l] spelled in all of these words? _____. More than nine times out of ten [l] is spelled this way!

☞ !!! ☜

Word Squares. This squares contains the following twelve words, each of which contains the sound [l] spelled <l>. We've shown you where the <l>'s go in the words:

6 Letters:	7 Letters:	8 Letters:	10 Letters:
awhile	ability	horrible	annihilate
bungle	angrily	national	lieutenant
jungle	wrinkle		
league			
symbol			
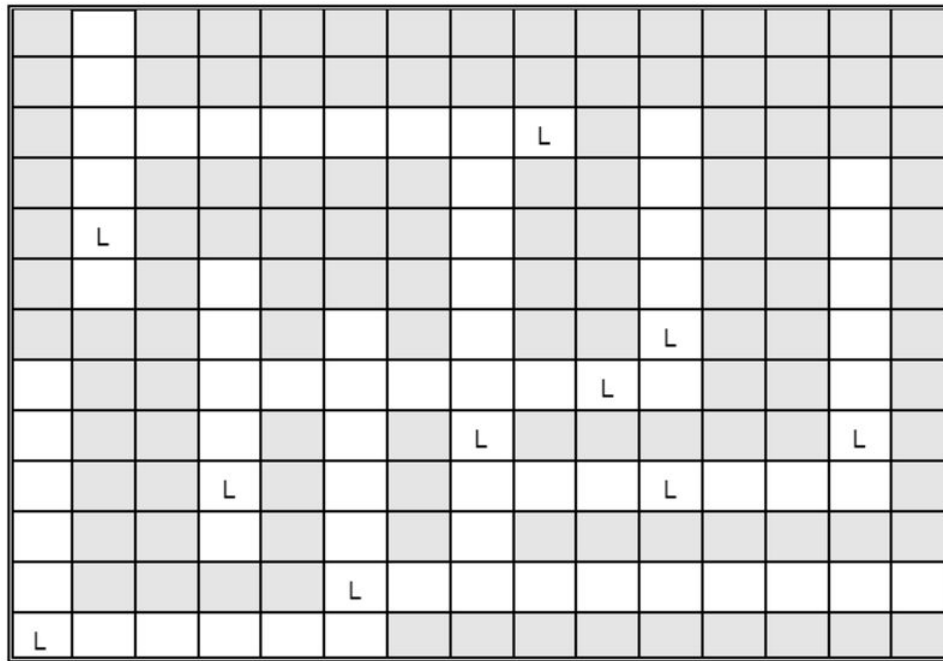
11.23 Lesson Twenty-three

Sometimes [l] is <l>, Sometimes <ll>

1. Underline the letters that spell [l] in the following words:

finally	collie	taillight	dollar
cathedral	collapse	allegiance	ability
respectfully	allies	annually	shallowness
jewellike	followers	college	illogically
ballads	illustration	lieutenant	colleague

2. Sort these twenty words into these two groups:

Words in which [l] is spelled . . .

<l>	<ll>		

3. Seven of the seventeen words with [l] spelled <ll>have the <ll>in them because of assimilation in the prefix: In three of them the <m>in *com-* has changed to an <l>. In two the <d>in *ad-* has changed to an <l>. In two the <n>in *in-* has changed to an <l>. Find these seven words and sort them into these three groups:

Words with . . .

ad- assimilated to *al-*	*com-* assimilated to *col-*	*in-* assimilated to *il-*

4. Sometimes when you add a suffix that starts with <l>to a stem that ends in <l>, you get <ll>because of simple addition: *heel* + *less* = *heelless*. Four of the sixteen words that contain <ll>have two <l>s because in them a suffix that starts with an <l>has been added to a stem that ends with <l>. Find the four and sort them into these two groups:

Words with the suffix . . .

-like	*-ly*

5. Among the words with [l] spelled <ll>there is one compound word in which the <ll>is due to simple addition. That word is _____

6. There are also five words with [l] spelled <ll>because of the VCC pattern at work. The four are

11.24 Lesson Twenty-four

The Sounds of

1. Usually the <ll>spelling follows the VCC pattern. For instance, in *ballads*, *fellows*, *thrilling*, *dollar*, and *bullet*, there is a short vowel in front of the <ll>, and it is always the vowel sound that it looks as if it should be: In *ballads* there is a short $< a >$; in *fellows* there is a short <e>; in *thrilling* and *dollar*, a short $< i >$ and short <o>; in *bullet* a short <oo>, [ủ].

But read the following words aloud. Pay special attention to the vowel sound in front of the <ll>in each one. If you are not sure how to pronounce any of them, look them up in the dictionary or ask your teacher for some help. Sometimes right in front of the <ll>you should hear the short $< a >$ sound, [a], that the spelling suggests, but sometimes you should hear the short <o>sound, [o]. Remember: Short $< a >$ is the vowel you hear in *hat*. Short <o>is the vowel you hear in *hot*. Mark the vowel sound in front of the <ll>, as we have done with *stalled*.

stalled [o]	tallest	eyeballs	befallen
stallions	tallied	balladist	fallacies
allies	allergies	recalling	hallowed
halls	overalls	callousness	valley
appalled	alligators	mailing	shallowness
challenge	balloting	galleries	smallest

2. Each of the twenty-four words contains a free stem plus a suffix. Analyze each one:

TABLE 11.27:

Word	= Free Stem	+ Suffix	Word	= Free Stem	+ Suffix
stalled	*= stall*	*+ ed*			

4. Now look at the twenty-four free stems you just found in your analysis. Sort them into this matrix:

	Free stems with the <all> . . .	
	at the end	not at the end
Free stems with [a] before <ll>		
Free stems with [o] before <ll>		

4. When the letters <ll>come at the end of a free stem, an < a > before them will spell _____. When the <ll>comes in the middle of a free stem, an < a > before them will spell _____.

CHAPTER 12 Student 06-Lesson 25-48

Chapter Outline

12.1 Lesson Twenty-five

The Sounds of <o>Before <ll>

1. In the previous lesson you saw that when <ll>is at the end of a free stem, an $<a>$ right in front of it will spell a short <o>sound, as in *ball*, [bol]. But when the <ll>is in the middle of the stem, an $<a>$ right in front of it will spell a short $<a>$ sound, as in *ballot*, [bált]. That's a neat little pattern, but there are a couple of misfits worth noticing:

According to the description, what vowel sound should the word *shall* have? _____

What vowel sound does *shall* have? _____

The word *wall* fils the pattern because it has the short <o>sound, but longer words with <wa>in front of <ll>in them don't fit: According to the description, what sound should the letter $<a>$ spell in *swallow, wallow, wallet, wallop?* _____. What vowel sound do you hear in front of the <ll>in these words? _____

2. There is a similar pattern for the spelling <oll>. Sometimes you hear a short <o>, but sometimes you hear a long <o>. Read the following words aloud, carefully. Mark the vowel sound in front of the <ll>as we have with *troller*. Again, if you are not sure how to pronounce any of them, look them up in the dictionary or ask for help:

troller $[\bar{o}]$	tolls	bollixed	colleges
trolleys	enrolled	knolly	scrolled
polling	rollicking	collies	stroller
polliwogs	follies	dollars	colleagues'
following	jolliest	hollowed	collaring

2. Each of the twenty words contains a free stem plus a suffix. Analyze each one:

TABLE 12.1:

Word	= Free Stem	+ Suffix	Word	= Free Stem	+ Suffix
	=	+		=	+
	=	+		=	+
	=	+		=	+
	=	+		=	+
	=	+		=	+
	=	+		=	+
	=	+		=	+
	=	+		=	+
	=	+		=	+
	=	+		=	+

3. When the <ll>is at the end of a free stem, does the <o>right in front of it spell along sound or a short sound? _____. When the <ll>is in the middle of a free stem, does the <o>right in front of it spell along sound or a short

sound? _____.

4. Be ready to talk about this: There is one common holdout to this pattern: *doll*. Why do we call it a holdout?

Word Histories. *Polliwog* "tadpole" was probably formed from two Old English elements: *pol* "head" and *wiglen* "wiggle." Over the centuries it has had many, sometimes odd spellings: *polwygle, porwig(g)le, porriwiggle, purwiggy, pollywiggle, pollywoggle, polwigge, polewigge, po(o)lwig, polliwig, polly-wig, polliwog*.

Rollicking "carefree, joyous" was probably formed by combining either *roll* or *romp* with *frolic*.

12.2 Lesson Twenty-six

Two Last Points About Spelling [l]

1. There are two very similar short vowel sounds: the short $< u >$, [u], as in *buck*, and the short <oo>, [ủ] as in *book*. Both of these sounds are usually spelled $< u >$. Say the following words carefully and mark the vowel sound spelled $< u >$ as we have with *bull*:

bullfighter	fullest	bullet
[ủ]		
dullness	lullaby	sullen
seagull	skullcap	bully
pulley	nullify	gullible

2. Sort the twelve words into these two groups:

Words in which [u] spells the sound . . .

[u]		[ủ]

Since the sounds [u] and [ủ] are so similar and are both short, they pose no spelling problem. It is just another little wrinkle in the way things are.

3. So far you have worked with two different ways of spelling [l]. They are _____ and _____. These two spellings are the ones you use almost 100% of the time!

4. There is only one other spelling of [l] that you need worry about — and it occurs in only three words: *island, isle*, and *aisle*.

Word Histories. The $< s >$ got into *island* by mistake: In Old English there was a word *iegland*, which meant "water land," or "island." Later the English adopted the French word *isle*, which also meant "island." People then made the mistake of thinking that *iegland*, which was then usually spelled *iland*, must be a compound of *isle* and *land*. They put the $< s >$ in and changed the word to *island*.

English also kept the French word *isle*. The $<s>$ in *isle* echoes the $<s>$ in the original Latin word, *insula*, which meant "island."

That French *isle* also caused the $<s>$ in *aisle*. About six hundred years ago in English the word *aile* meant "wing of a church building." But people began to mix *aile* up with *isle*, perhaps thinking that since an aile (or wing) and an isle (or island) were both off by themselves, the two words must be related. So in went that $<s>$ again, and *aile* became our word *aisle*.

5. Fill in the blanks: Except for the three words _____, _____, and _____, [l] is spelled either _____ or _____.

☞ !!! ☜

Word Scrambles. Follow the directions very carefully, and write the words you form in the right column. The shaded boxes will contain three words you've studied in this lesson.

1. Write the word *sail.*	
2. Change the <a> to <e> and scramble the letters	
3. Add <m> and scramble the letters	
4. Change <m> to <a> and scramble the letters	
5. Add <d> and scramble the letters	
6. Change <e> to <n> and scramble the letters	

aisle (6:26:1, 6:26:2)

bullet (6:26:1)

bullfighter (6:26:1)

bully (6:26:1)

dullness (6:26:1)

fullest (6:26:1)

gullible (6:26:1)

island (6:26:1, 6:26:2)

isle (6:26:1, 6:26:2)

lullaby (6:26:1)

nullify (6:26:1)

pulley (6:26:1)

seagull (6:26:1)

skullcap (6:26:1)

sullen (6:26:1)

12.3 Lesson Twenty-seven

Test Three

TABLE 12.2:

Words	Analysis
1.	[l] = _____due to _____
2.	[l] = ____due to _____
3.	[l] = ____due to _____
4.	[r] = ____; [l] = _____
5.	[l] = ____due to _____
6.	[l] = _____due to _____
7.	[l] = _____due to _____
8.	[l] = _____due to _____
9.	[l] = _____
10.	[l] = _____

TABLE 12.3: Answers to Test Three

Words	Analysis
1. *respectfully*	[l] = *<ll>* due to *simple addition*
2. *dollars*	[l] = *<ll>* due to *VCC pattern*
3. *allies*	[l] = *<ll>* due to *assimilation*
4. *wrinkle*	[r] = *<wr>*; [l] = *<l>*
5. *ballads*	[l] = *<ll>* due to *VCC pattern*
6. *finally*	[l] = *<ll>* due to *simple addition*
7. *shallow*	[l] = *<ll>* due to *VCC pattern*
8. *colleague*	[l] = *<ll>* due to *assimilation*
9. *island*	[l] = *<sl>*
10. *lieutenant*	[l] = *<l>*

12.4 Lesson Twenty-eight

How Do You Spell Long <e>, [ē]?

1. The most important spelling of [ē] is <e>, almost always in the long patterns VCV and V.V. Underline the <e>'s that spell [ē] in each of the following words:

area	medium	ingredient	vehicle	interfere
allegiance	genius	hyena	realize	supreme
obedience	evil	intervene	region	serene
complete	idea	rearranged	evening	courteous
create	legal	rheostat	precede	reality
concrete	senior	theater	encyclopedia	intermediate

2. Sort the thirty words into the following two groups:

Words with [ē] spelled <e> in the pattern . . .

V.V		VCV		

3. The <e>spelling of [ē] occasionally occurs in two patterns other than the very common VCV and V.V. Mark the <e>spellings of [ē] in the words below as we have done with *maybe, vehicle, secret,* and *theater.* Watch for the patterns in *maybe* and *secret.*

maybe	secret	anemone	legal
v#	*vcrv*		
vehicle	theater	acne	recipe
vcv	*v.v*		
courteous	catastrophe	simile	egret
cathedral	she	allegiance	inebriated

4. You should have found four words with [ē] spelled <e>in one pattern other than VCV or V.V, and you should have found seven words with [ē] spelled <e>in another pattern other than VCV or V.V. In the table below label the two columns with the proper patterns and sort the fourteen words into the two groups:

Words with [ē] spelled <e> in the pattern . . .

The three words with [ē] spelled <e>in the VCV pattern:

The two words with [ē] spelled <e>in the V.V pattern:

12.5 Lesson Twenty-nine

Sometimes Long <e>is Spelled

1. Two other very important spellings of [ē] are < i > and <y>. The < i > spelling of [ē] usually occurs in the V.V pattern and sometimes in the VCV pattern. It only occurs in the V# pattern in foreign words recently brought into our language, such as *broccoli, spaghetti, macaroni.* The V# pattern is the one in which the <y>spelling of [ē] always occurs. Both the < i > and the <y>spellings often occur in weakly stressed syllables. Underline the < i >s and <y>s that are spelling [ē] in the following words:

ability	gasoline	champion	angry	community
curiosity	enthusiasm	machine	dignity	glorious
magazine	fiery	guardian	medium	police
gloomy	obedience	obvious	period	library
variety	reality	piano	routine	various
jolliest	chocolaty	ingredient	polliwog	encyclopedia

2. Sort the words into the following two groups. One word goes into both groups:

Words with [ē] spelled . . .

<y>		<i>	

3. Now sort the words with [ē] spelled < i > into the following two groups:

Words with [ē] spelled <i> in the pattern . . .

V.V		VCV

4. In what pattern does the <y>spelling of [ē] always occur? _____

5. Five words in the list in Item 1 that contain [ē] spelled <e>are . . .

☞ !!! ☜

Word Alchemy. Hundreds of years ago alchemy was the ancestor of modern chemistry. The alchemists worked hard trying to change lead into gold. In the puzzle below you can change the word *lead* into the word *gold*. Here are the rules:

    a. Any shaded square must contain the same letter as the square directly above it.
    b. Any unshaded square must contain a different letter from the square directly above it.
    c. Every row must contain an English word.

L	E	A	D	1
				2
				3
G	O	L	D	4

Hints: Since you know that the two shaded squares in row 2 must contain the same letters as the two squares directly above them, you know that they must contain <e>and < a >. And since you know that the two shaded squares in row 4 contain the same letters as the two squares directly above them, you know that the word in row 3 must end with the letters <ld>. You should write the <ea>and <ld>into rows 2 and 3. You won't know what the shaded square in row 3 contains until you know the word that goes in row 2, so you can't write in the first letter in row 3 yet. That gives you the following:

L	E	A	D	1
	E	*A*		2
		L	*D*	3
G	O	L	D	4

Your job now is to find two words that fit into rows 2 and 3. Each must contain four letters. Because of rule number one above, you know that the first word must have <ea> in the middle; the second must end in <ld>, and they must both start with the same letter. Because of rule number two, you also know that the word in row 2 cannot start with <l> or end with <d> above, and the word in row 3 cannot have < go > as its first two letters. The two words *beat* and *bald* would work. So would *meat* and *mild*. There are other workable pairs.

L	E	A	D	1
B	*E*	*A*	*T*	2
B	*A*	*L*	*D*	3
G	O	L	D	4

Here are some more Word Alchemies for you to solve:

H	A	T	E	■	E	V	I	L	■	H	A	R	M	1
				■					■					2
				■					■					3
L	O	V	E	■	G	O	O	D	■	H	E	L	P	4

12.6 Lesson Thirty

Some Digraph Spellings of Long <e>

1. A digraph is a combination of two letters used to spell a single sound. Long <e>is spelled by a number of different digraphs. Read the following words aloud. If you are not sure how to pronounce some of them, look them up in your dictionary or ask for help. Underline the digraphs that are spelling [ē] in the following words:

agreement	referee	pioneers	colleague	subpoena
seagulls	donkey	larvae	amoebae	proceed
algae	foreseeable	league	thirteen	pulley
peaceable	greasy	leading	trolley	disease
committee	guarantee	employee	people	breathed

2. Now sort the words into the following groups.

Words with [ē] spelled with the digraph . . .

<ee>		<ea>		<ey>

Words with [ē] spelled with the digraph . . .

<ae>		<oe>	<eo>

3. Notice that the digraph <ey>only spells [ē] when it comes at the end of the word. In this way it is very much like the <y>spelling of [ē], which also only occurs at the end of the word.

Word Histories. The digraph <oe>comes from Greek. Several words with <oe>have more English-looking spellings with just plain <e>: *ameba*, for instance, and *subpena*.

The digraph <ae>comes from Latin. In Latin <ae>is a common ending for plural nouns. Several of these nouns have more regular English plurals with −s: *amoebas* (or *amebas*), for instance.

The digraph <eo>in *people* comes from an old French word that was sometimes spelled *people*, sometimes *peple*, sometimes *poeple*. The French word came from the Latin word *populus*, which meant "people" and also gave us

words like *popular* and *population*. Remembering the <o>in *popular* and *population* can help you remember the <o>in *people*.

12.7 Lesson Thirty-one

Long <e>and the

It's $< i >$ **before <e>, except after <c>**

Or when spelling [ā], **as in** *neighbor* **or** *weigh*.

1. That little jingle is the best known bit of spelling wisdom around. And it can be very useful, because often $< i >$ and <e>do come together in a word, and it can be hard to remember which comes first. The first line of the jingle is especially useful when you are spelling long <e>.

Notice that the first line describes two different cases so far as $< i >$ and <e>are concerned:

According to the first half of the first line, which is usually the case, <ie>or <ei>? _____

According to the second half of the first line, which is usual, <cie>or <cei>? _____

2. It's easier to get things straight if you arrange the two cases in reverse order:

Case 1. If you're spelling long <e>right after the letter <c>, is it <ei>or <ie>? _____

Case 2. Otherwise it's _____.

3. Any words that fit either of those two cases are instances of the rule. Any words that do not fit into one of the three cases are holdouts. Among the following thirty words you should find twenty-two instances and eight holdouts. Underline the <ie>and <ei>spellings of [ē]:

grief	yielding	either	priest	deceiving
relief	ceiling	conceive	prairie	movies
receive	weird	believe	receipt	collie
seize	shriek	field	deceit	receiver
hygiene	thief	protein	financier	weir
niece	calorie	leisure	perceives	conceit

4. Sort the words into the following groups. Be ready to discuss your reasons for putting each word into the group into which you put it.

Instances of the Rule		Holdouts to the Rule
Words with [ē] spelled <ei> after <c>	**Words with [ē] spelled <ie> elsewhere**	**Holdouts to the Rule**

5. The <ie>spelling of [ē] is quite common where certain stems and suffixes come together: If a stem that ends in a consonant plus <y>has a suffix added to it that starts with <e>, when the <y>changes to < i >, the resulting <ie>often spells [ē]: *gallery + es = gallery + i + es = galleries*, with [ē] spelled <ie>. Combine the following stems and suffixes and in the words that you form, mark the letters that spell [ē]:

TABLE 12.4:

Stem + Suffix	= Analysis	= Word
gallery + es	= *gallery + i + es*	= *galleries*
hurry + ed	=	=
marry + ed	=	=
study + er	=	=
vary + er	=	=
allergy + es	=	=
fallacy + es	=	=

6. In *either* and *neither* the <ei>is sometimes pronounced [ē] and sometimes [ī]. Either pronunciation is correct. In the next lesson you'll see that the pronunciation with [ī] fits the rule, though the pronunciation with [ē] does not.

12.8 Thirty two

The

It's $< i >$ before <e>, except after <c>

Or when spelling [ā], as in *neighbor* or *weigh*.

1. You've seen that when you are spelling long <e> the first line of the jingle is a good guide. The second line of the jingle is a good guide when you are spelling long $< a >$. Long $< a >$ is never spelled <ie>. So far as the choice between <ie> and <ei> is concerned, when spelling [ā] always choose <ei>. Underline the letters that are spelling long $< a >$ in the following words. Do not underline <gh> as part of the spelling of long $< a >$:

neighbor	eight	veil	reindeer
vein	heir	freight	surveillance
reign	weigh	their	sleigh

2. Sort the words into these two groups:

Words in which the <ei> . . .

comes before <gh>		does not come before <gh>	

3. We can make the I-Before-E Rule even more useful if we add something about spelling long $< i >$ to it. Underline the letters that spell long $< i >$ in the following words. Again, don't underline any silent <gh> after long $< i >$:

eiderdown	height	feisty	poltergeist
kaleidoscope	untie	seismic	either
magpie	neither	sleight	underlie

4. Sort the words into these two groups:

Words in which the [ī] is . . .

at the beginning of the word	in the middle of the word		at the end of the word

5. Among these words, is [ī] at the end of the word spelled <ei>or <ie>? _____

At the beginning or in the middle of words [ī] is spelled _____.

6. In the previous lesson you saw that the <ie>spelling of long <e>often occurs when a stem that ends in <y>has a suffix added to it that starts with <e>: *gallery+es = gallery + i + es = galleries*. The <ie>spelling of long < i > sometimes occurs in the same way: *sky + es = sky + i + es = skies*, with [ī] spelled <ie>. Combine the following stems and suffixes and underline the letters that spell [ī]:

TABLE 12.5:

Free Stem + Suffix	**= Analysis**	**= Word**
sky + es	= *sky + i + es*	= *sk<u>ie</u>s*
ally + es	=	=
dignify + ed	=	=
satisfy + ed	=	=
modify + es	=	=
terrify + ed	=	=
multiply + ed	=	=
testify + es	=	=
qualify + ed	=	=
dry + es	=	=

7. Notice that this <ie>spelling of long < i > also comes at the end of the free stem, just as it does in words like *untie* and *magpie*. So now our I-Before-E Rule can tell us the following things:

a. When we're spelling long <e>, it's < i > before <e>except after <c>.

b. When we're spelling long < a > it's <e>before < i >.

c. When we're spelling long < i >, it's < i > before <e>at the end of free stems, but it's <e>before < i > everyplace else.

12.9 Lesson Thirty-three

Review of the

1. All of the following words contain <ie>or <ei>spelling either [ā], [ē], or [ī]. Read them carefully and then sort them into the matrix below:

allergies	feisty	neither	skies
allies	field	niece	sleigh
believe	financier	perceives	sleight
calorie	freight	poltergeist	studied
ceiling	galleries	prairie	surveillance
collie	grief	priest	their
conceit	height	protein	thief
conceive	heir	qualified	underlie
deceit	hurried	receipt	untie
deceiving	hygiene	receiver	varies
dignified	kaleidoscope	reign	veil
dried	leisure	reindeer	vein
eiderdown	magpie	relief	weigh
eight	married	seismic	weight
either	movies	seize	weird
fallacies	neighbor	shriek	yielding

	Words with the spelling . . .	
	<ei>	<ie>
Words with [ā]		
Words with [ā]		
Words with [ī]		

12.10 Lesson Thirty-four

Instances and Holdouts to the

1. Our I-Before-E Rule describes the following five cases:

   a. When we're spelling long <e>, anywhere except after <c>, it's $< i >$ before <e>
   b. When we're spelling long <e>after <c>, it's <e>before $< i >$.
   c. When we're spelling long $< a >$ it's <e>before $< i >$.
   d. When we're spelling long $< i >$ at the end of free stems, it's $< i >$ before <e>.
   e. When we're spelling long $< i >$ anywhere else, it's <e>before $< i >$.

Any words that fit any of those cases are instances of the rule. Any words that do not fit into any of the cases are holdouts.

2. Below are the same sixty-four words you worked with in the previous lesson. All of the words contain <ie>or <ei>spelling either [ā], [ē], or [ī]. Read them carefully and then sort the instances into the matrix below. As you write each instance into the matix, check it off the list. There are fifty-seven instances:

allergies	feisty	neither	skies
allies	field	niece	sleigh
believe	financier	perceives	sleight
calorie	freight	poltergeist	studied
ceiling	galleries	prairie	surveillance
collie	grief	priest	their
conceit	height	protein	thief
conceive	heir	qualified	underlie
deceit	hurried	receipt	untie
deceiving	hygiene	receiver	varies
dignified	kaleidoscope	reign	veil
dried	leisure	reindeer	vein
eiderdown	magpie	relief	weigh
eight	married	seismic	weight
either	movies	seize	weird
fallacies	neighbor	shriek	yielding

	Instances of the Rule
Case 1: [ē] = \<ie> not after \<c>	
Case 2: [ē] = \<ei> after \<c>	
Case 3: [ā] = \<ei>	
Case 4: [ī] at the end of free stems = \<ie>	
Case 5: [ī] at the beginning or in the middle of stems = \<ei>	

3. In addition to the fifty-seven instances, among the sixty-four words there are just a few holdouts. Two of these holdouts can each be pronounced two different ways. When pronounced one way, they are holdouts. When pronounced the other way, they are instances. These two only apparent holdouts are

Four of the other, true holdouts have [ē] spelled by an \<ei>that does not come after \<c>. These four holdouts are:

The last of the five true holdouts has [ē] spelled \<ie>after \<c>. It is

12.11 Lesson Thirty-five

Test Four

TABLE 12.6:

Words	Analysis
1.	[ī] = _____ Free stem + suffix = _____
2.	[ē] = _____ Instance or holdout to < i > before <e>rule? _____
3.	[ē] = _____ Instance or holdout to < i > before <e>rule? _____
4.	[ē] = _____ Instance or holdout to < i > before <e>rule? _____
5.	[ē] = _____ Instance or holdout to < i > before <e>rule? _____
6.	[ē] = _____ Instance or holdout to < i > before <e>rule? _____
7.	[ā] = _____ Instance or holdout to < i > before <e>rule? _____
8.	[ē] = _____ Instance or holdout to < i > before <e>rule? _____
9.	[ī] = _____ Instance or holdout to < i > before <e>rule? _____
10.	[ē] = _____ Instance or holdout to < i > before <e>rule? _____

TABLE 12.7: Answers to Test Four

Words	Analysis
1. *dried*	[ī] = *<ie>* Free stem + suffix = *dry + i + ed*
2. *ceiling*	[ē] = *<ei>* Instance or holdout to < i > before <e>rule? *Instance*
3. *believe*	[ē] = *<ie>* Instance or holdout to < i > before <e>rule? *Instance*
4. *seize*	[ē] = *<ei>* Instance or holdout to < i > before <e>rule? *Holdout*
5. *protein*	[ē] = *<ei>* Instance or holdout to < i > before <e>rule? *Holdout*
6. *allergies*	[ē] = *<ie>* Instance or holdout to < i > before <e>rule? *Instance*
7. *reindeer*	[ā] = *<ei>* Instance or holdout to < i > before <e>rule? *Instance*

TABLE 12.7: (continued)

Words	Analysis
8. *calories*	[ē] = *<ie>* Instance or holdout to < i > before <e>rule? *Instance*
9. *height*	[ī] = *<ei>* Instance or holdout to < i > before <e>rule? *Instance*
10. *receipt*	[ē] = *<ei>* Instance or holdout to < i > before <e>rule? *Instance*

12.12 Lesson Thirty-six

The Prefix

1. The prefix *dis-* has many meanings, some of which are hard to see in some of the words in which it occurs. But usually *dis-* has a negative meaning - such as "not" or "reversal" - as in *like* vs. *dislike*, or *appear* vs. *disappear*. Usually *dis-* combines with its stem through simple addition. Sometimes if the stem starts with <f>, *dis-* assimilates to *dif-*: *dis+fer = disϵ + f + fer = differ*. But in some stems that start with <f>the < s > in *dis-*does not assimilate: *dis+favor = disfavor*. And in some words the *dis-* assimilates partially, to *di-*: *dis + gest = disϵ+ gest = digest*.

Analyze each of the following words into prefix and stem. In some words the prefix and stem combine by simple addition. In some the *dis-* has assimilated fully to *dif-*, and in some it has assimilated partially to *di-*. Be sure to show any assimilations that take place:

TABLE 12.8:

Word	= Prefix	+ Stem
digestion	=	+
director	=	+
disrupting	=	+
dimension	=	+
disclosing	=	+
dismounted	=	+
diseases	=	+
division	=	+
directions	=	+
dividing	=	+

2. Each of the following four *dis-* words has the same base as the three words in the right-hand column. Analyze each *dis-* word into its prefix and stem, showing any assimilation:

TABLE 12.9:

Word	= Prefix	+ Stem	Related Words
districts	=	+	restrict, constrictor, strictly
distant	=	+	constant, instant, substantial
distracted	=	+	attraction, subtract, tractor
distresses	=	+	unstressful, overstressed, stressing

What are the four bases with which you just worked?

3. Combine the following elements to make new words. In the "Any assimilation?" column indicate whether or not any prefixes assimilated when the elements combined to form the word:

TABLE 12.10:

Elements	= Word	Any assimilation?
com + tract + or + s	= *contractors*	*Yes*
un + ad + tract + ive + ly	=	
un + dis + rect + ed	=	
dis + in + fect + ant	=	
dis + re + spect + ful + ly	=	
in + dis + gest + ible	=	
abs + tract + ly	=	
dis + tract + ions	=	
un + re + strict + ed	=	
in + sub + stant + ial	=	
dis + vise + ible	=	
dis + close + ing	=	

12.13 Lesson Thirty-seven

The Prefix

1. All of the following words begin with some form of the prefix *syn-*. In the analysis we give you the stem of each word. Your job is to identify the form of the prefix for each. Show any assimilation that takes place:

TABLE 12.11:

Word	= Prefix	+ Stem
sympathy	= *syn* + *m*	+ pathy
sympathetic	=	+ pathetic
symbol	=	+ bol
syllable	=	+ lable
symptom	=	+ ptom
system	=	+ stem
symmetry	=	+ metry
symphony	=	+ phony
synagogue	=	+ agogue
synchronize	=	+ chronize
syndicated	=	+ dicated
synonym	=	+ onym
synopsis	=	+ opsis
synthesis	=	+ thesis
synthetic	=	+ thetic
syzygy	=	+ zygy

2. You should be able to look at your analyses above and describe the pattern of assimilation for the prefix *syn-*:

The prefix *syn-* assimilates partially by changing to *sym-* before stems that start with the letters _____, _____, and _____. It assimilates partially by changing to sy- before stems that start with the letters _____ and _____. It assimilates fully before stems that start with the letter _____. Everywhere else it remains *syn-*.

3. The prefix *syn-* usually means something like "with, together, at the same time." Below are the meanings of the some of the stems in the *syn-* words with which you've worked. Be ready to discuss the connection between the meanings of the prefixes and stems of the words and the meanings of the words.

TABLE 12.12:

Word	Stem and Its Meaning
syllable	lable "take"
sympathy	pathy "suffer"
system	stem "cause to stand"
symmetry	metry "measure"
symphony	phony "voice, sound"
synagogue	agogue "bring, lead"
symptom	ptom "fall"

TABLE 12.12: (continued)

Word	Stem and Its Meaning
synchronize	chronize "time"
synopsis	opsis "appearance"
synonym	onym "name"
synthesis	thesis "put, place"
syzygy	zygy "yoke, connect"

12.14 Lesson Thirty-eight

More Practice with Prefixes, Suffixes, and Bound Bases

1. Show any assimilations and other changes as you analyze each of the following words. All of the words in each group contain the same bound base:

TABLE 12.13:

Word	= Prefix	+ Bound Base	+ Suffix
referent	=	+	+
conferred	=	+	+
transferring	=	+	+
preference	=	+	+
affection	=	+	+
confection	=	+	+
defective	=	+	+
infected	=	+	+
perfectly	=	+	+
concepts	=	+	+
acceptance	=	+	+
deceptive	=	+	+
excepting	=	+	+
inception	=	+	+
intercepted	=	+	+
perceptive	=	+	+
reception	=	+	+

2. Analyze each of the following words into the elements as indicated in the Formula column. In the Formula column "P" means "Prefix," "BB" means "Bound Base," and "S" means "Suffix." Be sure to show any assimilations. You have worked with all of the bound bases and most of the prefixes and suffixes. We have helped you with some tricky ones:

Word	Formula	Analysis				
disinfectants	P+P+BB+S+S	*dis* + *in* + *fect* + *ant* + *s*				
circumspectly	P+BB+S	+	+			
receptacles	P+BB+S+S	+	+	*acle* +		
susceptible	P+BB+S	+	+			
unsuspectingly	P+P+BB+S+S	+	+	+	+	
disrespectfully	P+P+BB+S+S	+	+	+	+	
spectacularly	BB+S+S	+ *acular* +				
unaffectionate	P+P+BB+S+S	+	+	+	+	
decongestant	P+P+BB+S	+	+	+		
gestures	BB+S+S	+ *ure* +				
indigestible	P+P+BB+S	+	+	+		
preconceptions	P+P+BB+S+S	+	+	+	+	
imperfectly	P+P+BB+S	+	+	+		
spectacles	BB+S+S	+	+			
synonymous	P+BB+S	+	+ *ous*			

3. Try some the other way around. Combine the elements into words. Show any assimilations:

TABLE 12.14:

Elements	= Word
in + ex + fect + ive + ly	=
re + spect + abil + ity	=
in + per + cept + ible	=
com + gest + ed	=
pro + spect + ing	=
re + in + fect + ed	=
re + cept + ion + ist + s	=
un + ad + cept + able	=
syn + stem + atic	=

Word Histories. Here are two words that - surprisingly enough - originally contained the prefix *dis-*: *dine* and *dinner*.

The word *dine* comes from the Old French word *disner*, which came from the Latin word *disjējūnāre*, which meant "to break one's fast." (In French breakfast is called *petit dejeuner*.) The *dis-* prefix is clear in the French and Latin words but it is so well hidden in the modern English spelling and pronunciation that we treat *dine* as a free base, with no prefix. The word *dinner* is related to *dine*.

12.15 Lesson Thirty-nine

How Do You Spell [g]?

1. Underline the letters that spell [g] in the following words:

recognize	disagreement	graduate	agriculturalist
resignation	angled	polliwog	delegate
poltergeist	gasoline	magazine	glorious
gloomiest	designate	regularly	debug
gluey	argued	ingredient	groceries
suggestion	angrily	alligator	greasy

2. Sort the words into these three groups:

Words with [g] . . .

at the front	in the middle		at the end

3. How is [g] spelled in all of these words? _____ The sound [g] is spelled that way about nine times out of ten.

4. Usually the sound [g] is spelled _____. When <g> spells [g], is it called hard <g> or soft <g>? _____

12.16 Lesson Forty

Sometimes [g] is Spelled <gg>

1. Sometimes [g] is spelled <gg>because the prefix *ad-* has assimilated to *ag-* before a stem that starts with <g>, as in *aggression*. Sometimes [g] is spelled <gg>because of twinning, as in *druggist*. Sometimes [g] is spelled <gg>because of the VCC pattern, as in *stagger*. Each of the following words contains a <gg>spelling of [g] because of one of the above reasons. Analyze the words that in which the <gg>is due to assimilation or twinning to show where the <gg>comes from. For words in which the <gg>is due to the VCC pattern, just write "VCC" in the Analysis column:

TABLE 12.15:

Word	= Analysis
jogger	=
shrugged	=
aggression	=
luggage	=
snuggies	=
aggravate	=
waterlogged	=
maggot	=
reggae	=
baggage	=
toboggan	=
bowlegged	=
debugging	=
jiggish	=
draggy	=

2. Now sort the fifteen words into these three groups:

Words with [g] spelled <gg> because of . . .

Assimilation	Twinning	VCC

3. In earlier lessons you've seen that when a consonant sound has <le>right after it, the two patterns VC*le* and

VCC*le* come into play:

TABLE 12.16:

VC *le* Pattern with a Long Vowel	VCC *le* Pattern with a Short Vowel
gable	gabble
rifle	riffle
ruble	rubble
cradle	straddle
idle	riddle

4. There are some [g] words with the VC*le* and VCC*le* patterns. Mark the VC*le* and VCC*le* patterns in the following words:

jiggle	bugle	jungle	bedraggled
joggle	smuggle	angle	single
struggle	wriggle	ogle	boondoggle

5. Now sort the words into this matrix:

Words with [g] spelled . . .

	<g>	<gg>
Words with a short vowel sound before the [g]		
Words with a long vowel sound before the [g]		

5. In words with a [g] followed by <le>, the [g] will be spelled _____ if it has a short vowel in front of it; if it has a long vowel or a consonant in front of it, it will be spelled _____.

12.17 Lesson Forty-one

Something About <gu> and <gh>

1. Usually when a <g> is followed by the letters <e>, < i >, or <y>, it is pronounced _____ and is called _____.

2. Sometimes when a [g] sound has an <e>, < i >, or <y> right after it, the [g] sound will be spelled <g> with an insulating < u > standing between the <g> and the <e>, < i >, or <y> to keep the <g> from looking as if it should be pronounced [j]. In a very few words the sound [g] is spelled <gh>, as in *ghost*. Underline the letters that spell [g] in the following words:

gluey	colleague	disguise	guys	aghast
ghastly	ghoulish	ghetto	ghosts	spaghetti
plague	agriculture	agreements	guilty	dinghy
baggage	luggage	toboggan	aggressive	ingredient
league	suggestion	angles	bedraggled	boondoggle

3. Now sort the words into these groups:

Words in which [g] is spelled . . .

<g> with an insulating <u>	<g>	<gh>	<gg>

4. Also there is one common element that means "speech" and that contains the <g> spelling of [g] with an insulating < u >. The element is *logue*. Remember that *logue* means "words or speech," and be ready to discuss these questions:

If *dia-* means "two," what is a dialogue?

If *mono-* means "one," what is a monologue?

If *pro-* means "before," what is a prologue?

What is a travelogue?

If *cata-* means "complete," why is a catalogue called a catalogue?

Words that end <logue> can usually also be spelled <log>. *Dialog, monolog, prolog, travelog, catalog, epilog* are all correct spellings, too.

5. You've seen that an insulating $< u >$ is sometimes used after <g> to spell [g] before <e>, $< i >$, or <y>. There are a few words where [g] is actually spelled <gu> in front of $< a >$:

guarantee	guard	safeguard	guardian

Originally these words were spelled with no $< u >$ in English. The $< u >$ was added in the 16th century, probably to reflect an older French spelling with <gu>, pronounced [gw].

Word Histories. Oddly, the Greek prefix *epi-* meant both "before" and "after." So an epilogue is writing that comes at the end of a book (just the opposite of a prologue), but an epigraph is writing that comes at the beginning of a book.

12.18 Lesson Forty-two

Some More About <gh>

1. You've seen that in a very few words [g] is spelled <gh>. But <gh>is not always pronounced [g]: Sometimes it is pronounced [f], and sometimes it is not pronounced at all. Carefully read the following words with <gh>. Be sure you know how each one is pronounced. Mark each word to show what the <gh>spells as we have done with *ghastly, freight*, and *toughness*. Use the zero sign, [∅], if the <gh>is not pronounced at all.

ghastly [*g*]	ghosts	roughen	ghoulish	eighth	overweight
freight [∅]	coughed	neighbor	tightest	delightful	ghetto
toughness [*f*]	enough	although	laughter	knight	height

2. Sort the words into this matrix:

Words in which <gh> spells . . .

	[g]	[f]	[ø]
Words in which <gh> is at the front of the element			
Words in which <gh> is at the end of the element with a short vowel in front of it			
Words in which <gh> is either in the middle of the element or has a long vowel in front of it			

3. When <gh>comes at the beginning of an element, how is it pronounced? _____. When <gh>spells the sound [f], is it at the front, middle, or end of the element it is in? _____. When <gh>spells the sound [f], does it have a short vowel in front of it, or a long vowel? _____ If there is a long vowel sound right in front of <gh>, is it pronounced or not pronounced? _____.

☞ !!! ☜

Word Find. This Find contains at least twenty-three words that contain the spelling <gh>. As you find them sort them into the groups described below:

```
O V E R H U G H T F R E I G H R T        I G H T S
T O U G E H N E S L A U G H I N G        T T S B U
O V E R I E A G H T G G H O X G H        E T T R B
D E L I G H T F U L D E E S L H O        I G H I N
K R G E H D B R I G H N T T S A U        P T T G H
X W J R T E           T S G S L H G E T S H N
D E I G H M           O G H T I G H T E S T J
B I N G H C     E R Y G H O P L S G H T I N E U
M G H G R O     G H T Q U O T Y H V B S G E N W
N H G H O U     Q R W A E E R T Y E B H I I V
K T H D U G     T O U G H N E S S U T G N B
F R E I G H T F R E U G H T O G H        R H H G H
L B R N H E Q W E R G T A Y U F G        C H B U N
M X K G E D S P A G H E S T G T I        H G O H J
N G I H N S P A G H E T T I H G J        B U R G U
R E N Y Z B U O G H E W Q U G H Z        E W M N H
```

Words in which <gh> spells . . .

[g]		[ø]		[f]

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12.19 Lesson Forty-three

When You Hear [g], Sometimes There's an <x>!

1. Sometimes the letter <x> spells the combination [ks], and sometimes it spells the combination [gz]. Sometimes a word can be pronounced either with a [ks] or [gz]. For instance, some people pronounce *exit* With a [ks], [éksit], and some people pronounce it with a [gz], [égzit]. Either pronunciation is correct.

Almost always the <x> that spells [gz] is in the prefix *ex-*, and the stem that follows the prefix begins with a vowel. Analyze each of the following words, all of which contain the prefix *ex-*.

TABLE 12.17:

Word	= Formula	= Analysis
exercised	= Prefix + stem	=
inexactly	= Prefix + prefix + base + suffix	=
explosion	= Prefix + stem	=
extensive	= Prefix + stem	=
exhaustive	= Prefix + base + suffix	=
exhibit	= Prefix + stem	=
examined	= Prefix + stem	=
exposure	= Prefix + base + suffix	=
exclude	= Prefix + stem	=
extended	= Prefix + base + suffix	=
executive	= Prefix + stem	=
exorbitant	= Prefix + stem	=
exclusive	= Prefix + stem	=

2. Some other things about [g] and <g>:

One other common word in which <x> spells [gz] is *auxiliary*.

The only word that ends in <gg> is *egg*.

In the word *mortgage*, the [g] is spelled <tg>. The word *mortgage* is a compound that contains two bases: *mort*, which means "death" (as in words like *mortal* and *mortuary*), and *gage*, which means "promise or pledge." When we try to pronounce [t] and [g] together, we find it difficult, and to simplify the pronunciation, the [t] sound is left out. So in *mortgage* [g] is spelled <tg>.

12.20 Lesson Forty-four

Test Five

TABLE 12.18:

Words	Analysis
1.	Prefix + prefix + bound bas + suffix = _____
2.	[g] = _____ Prefix + bound base = _____
3.	Prefix + stem = _____
4.	Prefix + prefix + bound base + suffix = _____
5.	[g] = _____ in the pattern _____
6.	Prefix + stem = _____
7.	[g] = _____
8.	Prefix + stem = _____
9.	Prefix + free base = _____
10.	[ē] = _____ [r] = _____ [t] = _____

TABLE 12.19: Answers to Test Five

Words	Analysis
1. *disinfectant*	Prefix + prefix + bound bas + suffix = *dis + in + fect + ant*
2. *suggest*	[g] = *<g>* Prefix + bound base = *sub̸ + g + gest*
3. *sympathy*	Prefix + stem = *syp̸ + m + pathy*
4. *indigestion*	Prefix + prefix + bound base + suffix = *in + dis̸ + gest + ion*
5. *toboggan*	[g] = *<gg>* in the pattern *VCC*
6. *syllable*	Prefix + stem = *syn̸ + l + lable*
7. *spaghetti*	[g] = *<gh>*
8. *synonym*	Prefix + stem = *syn + onym*
9. *disguise*	Prefix + free base = *dis + guise*
10. *guarantee*	[ē] = *<ee>* [r] = *<r>* [t] = *<t>*

12.21 Lesson Forty-five

Review of Long Vowel Sounds and Spellings

1. Each of the following words contains at least one long vowel. Underline the letters spelling the long vowel sounds:

stroller	glorious	hyena	shallow	smooth
aisle	bayou	identify	period	exclusively
ghost	courteous	truest	ghetto	statue
although	delight	island	pioneer	enthusiasm
approach	evening	jewel	poetry	theater
movies	graduate	knew	recipe	tomorrow
rescue	enrolled	magazine	divided	typewriter
breathe	gloomy	multiply	remind	variety
buyer	golden	bible	rhyme	vehicle
champion	motorcycle	nuclear	routine	violence
boondoggle	guarantee	obedience	shoe	piano
climb	freeway	including	ghouls	community

2. Sort the words into the following four groups. Some words go into more than one group:

Words with the long vowel sound . . .

[ā]	[ē]	[ī]

[ō]		[ū] or [yū]	

3. Sort the words with digraphs spellings into the following groups:

Words with digraph spellings of the vowel sounds . . .

[ā]	[ē]	[ī]

[ō]	[ū] or [yū]

4. Sort the words that do not have digraph spellings into the following groups. Some words go into more than one group:

Words with long vowels in the patterns . . .

VCV		V.V	

V# or V*e*#		VCC	

12.22 **Lesson Forty-six**

Review of [g], [l], and [r]

1. Underline the letters that spell [g], [l], and [r]:

aisle	galleries	interrupt	plague	struggling
alligators	spaghetti	irregular	prologue	unrhymed
arrival	ghostly	island	referred	waterlogge
auxiliary	guarantee	mirror	rhubarb	dwriggling
exactly	illustrate	mortgage	shrugged	wrist

2. Sort the words into these groups:

Words with [g] spelled . . .

\<g\>	\<gg\>	Other

Words with [l] spelled . . .

\<l\>		\<ll\>	Other

Words with [r] spelled . . .

<r>		<rr>	Other

3. The two words with <gg>due to twinning:

4. The two words with <gg>in the VCC*le* pattern:

5. The word with <ll>due to assimilation:

6. The word with <rr>due to the VCC pattern:

7. The word with <rr>due to simple addition:

8. The two words with <rr>due to assimilation:

12.23 Lesson Forty-seven

Review of Word Analysis and of

1. Analyze the following into their prefixes, bases, and suffixes:

TABLE 12.20:

Word	= Analysis
decongestant	=
infections	=
digestion	=
excessive	=
effectiveness	=
interview	=
massive	=
dimension	=
surprising	=
director	=
interrupted	=
dividing	=
unsuspectingly	=
survival	=
perspective	=
interpret	=
unattractively	=
synchronize	=
interestingly	=
surrounded	=
disrupted	=
surveillance	=

2. Underline the <ie>and <ei>spellings:

believe	lie	thief	freight	reindeer
calorie	magpie	tie	height	seismic
collie	movies	yielding	kaleidoscope	seize
field	niece	conceit	leisure	sleigh
fiery	prairie	deceiving	neither	sleight
financier	priest	eight	protein	veil
grief	relief	either	receipt	vein
hygiene	shriek	poltergeist	receive	weird

3. Sort the words with <ie>into this matrix:

	Words in which the <ie> is . . .	
	an instance of the <i> before <e> rule:	**an holdout to the <i> before <e> rule:**
Words in which the <ie> spells long <e>		
Words in which the <ie> spells long <i>		

4. Sort the words with <ei>into this matrix:

	Words in which the <ei> is . . .	
	an instance of the <i> before <e> rule:	a holdout to the <i> before <e> rule:
Words in which the <ei> spells long <a>		
Words in which the <ei> spells long <e>		
Words in which the <ei> spells long <i>		

12.24 Lesson Forty-eight

Test Six

TABLE 12.21:

Words	Analysis
1.	[r] = ____ [g] = ____ [ē] = ____
2.	[ō] = ____
3.	[r] = ____ due to _____
4.	[ī] = ____ in the pattern ____
5.	[ū] = ____ in the pattern ____
6.	[ī] = ____
7.	[ē] = ____ n the pattern ____
8.	Prefix + free base = _____
9.	[u] = ____ [f] = ____
10.	[ī] = ____ [t] = ____

Test Six

TABLE 12.22:

Words	Analysis
1. *guaranteed*	[r] = *<r>* [g] = *<gu>* [ē] = *<ee>*
2. *although*	[ō] = *<ou>*
3. *terrify*	[r] = *<rr>* due to *VCC pattern*
4. *violence*	[ī] = *< i >* in the pattern *V.V*
5. *exclusive*	[ū] = *< u >* in the pattern *VCV*
6. *poltergeist*	[ī] = *<ei>*
7. *glorious*	[ē] = *< i >* in the pattern *V. V*
8. *disclose*	Prefix + free base = *dis + close*
9. *roughly*	[u] = *<ou>* [f] = *<gh>*
10. *sleight*	[ī] = *<ei>* [t] = *<ght>*

CHAPTER 13 Student 07-Lesson 1-24

Chapter Outline

13.1 Lesson One

Review of Elements: Prefixes, Bases, and Suffixes

1. **Elements** are the smallest parts that add meaning to written words. For instance, *repainted* contains three elements: *re + paint + ed*. The element *re-* at the front of the word adds the meaning "again." The element *-ed* at the end of the word adds the meaning "in the past" or "action completed." The element *paint* in the middle of the word gives the word its basic meaning, "paint."

Elements like *re-* at the front of words are called **prefixes**. Elements like *-ed* at the end of words are called **suffixes**. And elements like *paint* that give the word its basic meaning are called **bases**.

Bases like *paint* that can stand free as separate words are called **free bases**. But many bases cannot stand free as words — for instance, the base *cept* occurs in words like *reception*, *perception*, *concept*, *intercept*, and *accept*, but we do not have a word spelled <cept>, so *cept* is not a free base. Bases like *cept* that cannot stand free as separate words are called **bound bases**.

2. Each of the following words contains three elements - a prefix up front, a free base in the middle, and a suffix at the end. Analyze each word into its three elements as we have done with repainted:

TABLE 13.1:

Word	= Prefix	+ Free Base	+ Suffix
repainted	= *re*	+ *paint*	+ *ed*
unlucky	=	+	+
informer	=	+	+
overcooked	=	+	+
restriction	=	+	+
preschooler	=	+	+
undoubted	=	+	+
disclaimer	=	+	+
exactness	=	+	+
mistakes	=	+	+
requested	=	+	+
misjudges	=	+	+

3. All of the words you just analyzed contained **free bases** that could stand alone as separate words. But there are many bases that cannot stand alone as separate words. Before these **bound bases** can stand free as words, they must have other elements added to them. Each of the following words contains a prefix, a bound base, and a suffix. Analyze each word into its three elements as we have done with *addiction*:

TABLE 13.2:

Word	= Prefix	+ Free Base	+ Suffix
addiction	= *ad*	+ *dict*	+ *ion*
abruptly	=	+	+
products	=	+	+
instructor	=	+	+

TABLE 13.2: (continued)

Word	= Prefix	+ Free Base	+ Suffix
completeness	=	+	+
compliment	=	+	+
reception	=	+	+
perfected	=	+	+
recruiter	=	+	+
commits	=	+	+
repeating	=	+	+
exceeded	=	+	+

4. a. The smallest parts that add meaning to written words are called _____.

b. Elements that are added to the front of words are called _____.

c. Elements that are added to the end of words are called _____.

d. Elements that give the basic meaning to words are called _____.

e. Bases that can stand free as words are called _____.

f. Bases that cannot stand free as words are called _____.

13.2 Lesson Two

Review of Stems and Simple Addition

1. If we start with the word *repainted* and take away the prefix *re-*, we have the base and suffix left, *painted*. But if we start with the word *repainted* and take away the suffix *-ed*, we have the prefix and base left, *repaint*. In either case, the part that we have left after we take away the prefix or suffix is called the **stem**. The **stem** is whatever we have left when we take away prefixes or suffixes. Notice that what the stem is in a word depends on what we are taking away from the word.

A stem always has to contain at least one base. It may or may not contain prefixes or suffixes, but it always must contain a base. A **free stem** can stand free as a separate word; a **bound stem** cannot.

We also use the word *stem* to refer to the base plus any other elements to which we are going to add a prefix or a suffix. So if we wanted to add the meaning "in the past" to the verb *repaint*, we could add the suffix *-ed* to the stem *repaint*. And if we wanted to add the meaning "again" to the verb *painted*, we could add the prefix *re-* to the stem *painted*.

2. Analyze each of the following words into prefix or suffix and stem as directed in the Formula column. Some of the stems will be free and some will be bound:

TABLE 13.3:

Word	Formula	Analysis
disclaimer	Prefix + stem	
disclaimer	Stem + suffix	
instructor	Prefix + stem	
instructor	Stem + suffix	
reduction	Prefix + stem	
reduction	Stem + suffix	
overcooked	Prefix + stem	
overcooked	Stem + suffix	
perfected	Prefix + stem	
perfected	Stem + suffix	
preschooler	Prefix + stem	
preschooler	Stem + suffix	

3. Usually when elements combine to make new words, they simply add together, with no change in spelling. This process is called **simple addition**, and the Rule of Simple Addition is the biggest, simplest, and most important spelling rule:

The Rule of Simple Addition. Unless you know some special reason for making a change, when you add two elements together to spell a word, simply add them together and don't make any changes in their spelling.

4. Below you are given some elements - prefixes, bases (both free ones and bound ones), and suffixes. Combine them to make words. They all combine by simple addition:

TABLE 13.4:

Elements	= Word
dis + claim + er	=
ab + rupt + ly	=
phys + ic + s	=
re + cept + acle + s	=
intro +duct + ion + s	=
re + cept + ion + ist	=
sub + ject + ive + ly	=
re + com + mend + er	=
un + doubt + ed + ly	=
per + fect + ion + ist + s	=
in + ex + act + ly	=
pro + duct + ion	=

5. a. Usually when elements combine to make words, they go together by _____ _____. A stem always contains at least one _____. Two things that can be either free or bound are _____ and _____.

13.3 Lesson Three

Review of Twinning

1. The Rule of Simple Addition says that elements combine without change unless you know some special reason for making a change. One special reason is **twinning**:

Twinning Rule. You twin the final consonant of a free stem that has one vowel sound in it when you add a suffix that starts with a vowel and the stem ends in the pattern CVC. You twin the final consonant of a free stem that has more than one vowel sound in it when you add a suffix that starts with a vowel and the stem ends CVC only when there is stress on the last vowel of the stem before and after the suffix is added:

$$twin + ing = twin + n + ing = twinning$$
$$occur + ence = occur + r + ence = occurrence$$

2. Analyze each of the following words into free stem plus suffix. Show any cases of twinning in your analysis. Then answer the questions in the columns on the right. Assume that in any stems that have only one vowel sound, that vowel is stressed:

TABLE 13.5:

Word	= Free Stem + Suffix	Does the suffix start with a vowel?	Does the stem end in the pattern CVC?	Is there stress on the last vowel in the stem before you add the suffix?	Does the stress stay on the last vowel of the stem after you add the suffix?
twinning	= *twin + n + ing*	*Yes*	*Yes*	*Yes*	*Yes*
occurrence	=				
kidnapper	=				
lucky	=				
committed	=				
symbolic	=				
commitment	=				
displayed	=				
limiting	=				
exceeding	=				
excelled	=				
cooking	=				
repellant	=				
compelling	=				
logical	=				
informer	=				
submits	=				
exacting	=				

TABLE 13.5: (continued)

Word	= Free Stem + Suffix	Does the suffix start with a vowel?	Does the stem end in the pattern CVC?	Is there stress on the last vowel in the stem before you add the suffix?	Does the stress stay on the last vowel of the stem after you add the suffix?
recruiter	=				

3. Look over the results of your work. You should find that for each word in which twinning occurred you have "Yes" in all four columns on the right. You should also find that for each word in which twinning did not occur you have at least one "No" in the columns on the right. If things did not work out that way, check over your work. If you get stuck, don't be afraid to ask for some help.

Twinning Rule. You twin the final consonant of a free stem that has one vowel sound in it when you add a _____-_ that starts with a _____ and the stem ends in the pattern _____. You twin the final consonant of a free stem that has more than one _____ in it when you add a _____ that starts with a _____ and the stem ends in the pattern _____ only when there is stress on the last _____ of the stem before and after the suffix is added.

4. Combine the following free stems and suffixes. Show any cases of twinning:

TABLE 13.6:

Free stem + Suffix	= Word
commit + t + ee	= *committee*
complex + ity	=
remark + able	=
logic + ian	=
symbol + ism	=
occur + ence	=
refer + ence	=
recruit + ing	=
repel + ing	=
overlook + ed	=
republic + an	=
reveal + ing	=
compel + ing	=
resubmit + ed	=
kidnap + ing	=

13.4 Lesson Four

Review of Final <e>Deletion

1. Another change that can occur when elements combine involves silent final <e>. Usually when we add a suffix that starts with a vowel to a free stem that ends with a silent final <e>, we delete the final <e>: *delete + ion = delete̸ + ion = deletion*. If we did not delete the final <e>, we would end up with the incorrect spelling *deleteion.

Final <e>Deletion Rule. You delete a silent final <e>that marks a soft <c>or soft <g>when you add a suffix that starts with an <e>, $<i>$, or <y>. Except for a few stems that end in <oe>or <ee>, you delete all other silent final <e>'s anytime you add a suffix that starts with any vowel.

2. Combine the stems and suffixes. Make sure that your description of the process shows any final <e>deletion that occurs:

TABLE 13.7:

Free Stem + Suffix	Process	Word
delete + ion	*delete̸ + ion*	*deletion*
complete + ion		
accommodate + ion		
observe + er		
collapse + ed		
advantage + ous		
sacrifice + ing		
agree + able		
illuminate + ed		
assimilate + ion		
canoe + ing		
agree + ed		

3. Analyze each word into a free stem plus suffix. Show any final <e>deletion that occurred when the stem and suffix combined. Answer "Yes" or "No" in the right hand column:

TABLE 13.8:

Word	Free stem + suffix	Was there final <e>deletion?
assurance	*assure̸ + ance*	*Yes*
accumulating		
horseshoer		
alleged		
courageous		
admirable		
mistaking		
peaceable		
education		
observer		

TABLE 13.8: (continued)

Word	Free stem + suffix	Was there final <e>deletion?
squeezing		
judgement		

4. **Final <e>Deletion Rule**. You delete a silent final <e>that marks a soft <c>or soft <g>only when you add a suffix that starts with an _____, _____, or _____. Except for a few stems that end in _____ or _____, you delete all other silent final <e>'s anytime you add a _____ that starts with any _____

13.5 Lesson Five

Review of Assimilation

1. Three important rules that govern the way elements combine to spell words are the Rule of Simple Addition, the Twinning Rule, and the Final <e>Deletion Rule. A fourth important rule governs the changes that occur in the final consonants of some prefixes when they are added to certain stems. The consonants change their sound and spelling to be more like, or similar to, the first sound and letter in the stem. When sounds and letters change this way to be more similar to a sound or letter near them, the process is called **assimilation**.

For instance, the word *assimilate* actually contains an assimilated spelling of the prefix *ad-: ad + similate = ad̸ + s + similate = assimilate*. The sound [d] and the letter <d>in *ad-* change to [s] and < s > to be more similar to - or in this case, exactly the same as -the first sound and letter in the stem *similate*.

2. All of the following words start with some form of the prefix *ad-*. Sometimes the prefix assimilated when it combined with the stem; sometimes it combined by simple addition. Analyze each word into its prefix and stem. Be sure that your analysis shows any assimilation that took place when the prefix and stem combined.

TABLE 13.9:

Word	Prefix + Stem
assimilate	
accelerate	
affectionate	
admirable	
allegation	
addicted	
approximately	
approval	
assurance	
accumulate	
advantage	
adult	
apprehend	
advancing	
accomplish	

3. Other prefixes that often assimilate the way *ad-* does are *sub-, in-, ob-, com-*, and *ex-*. Each one of the following words starts with one of these five prefixes. Sometimes they have assimilated, and sometimes they have combined by simple addition. Analyze each word into its prefix and stem. Be sure that your analysis shows any assimilation that has taken place:

TABLE 13.10:

Word	Prefix + Stem
accomplished	*ad̸ + complish*
collapse	

TABLE 13.10: (continued)

Word	Prefix + Stem
correctly	
compliment	
indignation	
exclusively	
emigrant	
immigrant	
observance	
illuminate	
oppressor	
offensive	
irregular	
effectively	
occurred	

4. When the last consonant in a prefix changes its sound and spelling to be more similar to the sound and spelling at the beginning of the stem, the process is called _____.

13.6 Lesson Six

Full and Partial Assimilation

1. When the consonant sound and letter at the end of the prefix change to be exactly the same as the sound and letter at the beginning of the stem, the process is called **full assimilation**. In many words the consonant sound and letter in the prefix change enough to be more similar to the sound and letter at the beginning of the stem but not exactly like it. This process is called **partial assimilation**. For instance, *com + crete = com + n + crete = concrete*. Like full assimilation, partial assimilation makes the word easier to pronounce.

2. All of the following words contain the prefix *com-*. Sometimes the prefix and stem combined by simple addition, sometimes by full assimilation, sometimes by partial assimilation. Analyze each one to show the process involved when the prefix and stem combined:

TABLE 13.11:

Word	Prefix + Stem
college	*com + l + lege*
conscious	
commentary	
congress	
collapsed	
confession	
correctly	
contracts	
companion	
correspondent	
community	
condemned	
complexion	
conscience	
commission	
conventional	
consistent	
committee	
compelling	
collected	

2. The following words contain some special cases of partial assimilation. Analyze each one as best you can and be ready to talk about why you think these words are spelled the way they are:

Acquaintance, *acquire*, *acquiesce*, and *acquit* contain a partially assimilated form of the prefix *ad-* and stems that star with <qu>. Analyze them:

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TABLE 13.12:

Word	Prefix + Stem
acquaintance	
acquire	
acquiesce	
acquit	

3. *Ecstasy* contains a partially assimilated form of the prefix *ex-* and a stem that starts with $< s >$:

TABLE 13.13:

Word	Prefix + Stem
ecstasy	

4. When the last consonant in a prefixes changes to be exactly like the first consonant in the stem, the process is called _____. When the last consonant in a prefix changes to be more like, but not exactly like, the first consonant in the stem, the process is called _____.

13.7 Lesson Seven

Review of Vowel and Consonant Patterns

1. In each of the following words find the vowel letter marked with a `[U+0080][U+0098]`v'. Then mark the next two letters - `[U+0080][U+0098]`v' for a vowel, `[U+0080][U+0098]`c' for a consonant. If you come to the end of the word before you have marked all three letters, use the tic-tac-toe sign (#) to mark the end of the word:

confession	accommodate	judgement	illuminate
vcc	v	v	v
ecstasy	disagree	courageous	excelling
v	v	v	v
legal	mystical	republican	calculator
v	v	v	v
consistent	collapsing	symbol	equip
v	v	v	v
rhythmic	zodiac	acquired	acquiesce
v	v	v	v
tissue	canoe	picnic	maniac
v	v	v	v

In the words with the pattern vv# the second vowel is always the same letter. What letter is it? ___. For that reason we will call this the V*e*# pattern.

2. Now sort the twenty-four words into the following matrix:

	Words with the pattern . . .			
	VCC	**VC#**	**VCV**	**V*e*#**
Words in which the marked vowel is short				
Words in which the marked vowel is long				

3. A vowel sound will usually be short if it is the first vowel in the patterns _____ or _____. A vowel sound will usually be long if it is the first vowel in the patterns _____ or _____.

4. Each of the following words contains two vowel letters side by side. Sometimes the two work together to spell a single vowel sound - as in *play* and *gauze*. Sometimes they spell two separate vowel sounds - as in *diet* and *fluid*.

Put a '1' after words in which the two vowel letters spell a single sound and a '2' after those in which they spell two separate sounds.

recruit	*1*	peaceful		defiant		poetry	
association		obedience		acquiesce		realize	
entertain		acquaint		displayed		friendly	
celestial		scientist		burial		suicide	
annual		violence		idea		undoubted	

5. Sort the twenty words into these two groups:

Words in which the two vowel letters spell . . .

two separate vowel sounds		a single vowel sound

6. In those words in which the two vowel letters spell two separate vowel sounds, is the first vowel sound long or is it short? _____

7. **V.V. Rule.** When two vowel sounds are side by side and spell two separate sounds, the first letter will spell a _____ vowel sound.

The period in 'V.V' is to remind us that there are two separate vowel sounds there.

13.8 Lesson Eight

Test One

TABLE 13.14:

Words	Analysis
1.	Prefix + bound base + suffix = _____
2.	Prefix + free base + suffix = _____
3.	Prefix + bound base + suffix = _____
4.	Prefix + bound base + suffix = _____
5.	Free base + free base + suffix = _____
6.	Prefix + bound base + suffix = _____
7.	Prefix + free base + suffix[1] + suffix[2] = _____
8.	Prefix + bound base + suffix = _____
9.	Prefix + free base + suffix = _____
10.	Prefix + free base + suffix[1] + suffix[2] = _____

TABLE 13.15: Answers to Test One

Words	Analysis
1. *compelling*	Prefix + bound base + suffix = *com + pel + l + ing*
2. *disclaimer*	Prefix + free base + suffix = *dis + claim + er*
3. *displayed*	Prefix + bound base + suffix = *dis + play + ed*
4. *instructor*	Prefix + bound base + suffix = *in + struct + or*
5. *overcooked*	Free base + free base + suffix = *over + cook + ed*
6. *perfectly*	Prefix + bound base + suffix = *per + fect + ly*
7. *preschoolers*	Prefix + free base + suffix[1] + suffix[2] = *pre + school + er + s*
8. *recruitment*	Prefix + bound base + suffix = *re + cuit + ment*
9. *reduction*	Prefix + free base + suffix = *re + duct + ion*
10. *undoubted*	Prefix + free base + suffix[1] + suffix[2] = *un + doubt + ed + ly*

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13.9 Lesson Nine

How Do You Spell [k]?

1. The sound [k] is spelled many different ways. Underline the letters that you think are spelling [k] in the following words. Then write the letters that spell [k] in the blanks. You should find that [k] is spelled eleven different ways!

Word	[k]=	Word	[k]=
zodiac		acquired	
remarkable		khan	
equally		saccharine	
hockey		bookcase	
schemer		trekkie	
accommodations			

2. In spite of all these different spellings of [k], more than nine times out of ten [k] will be spelled either <c>, <k>, or <ck>. And we can usually predict which of these three spellings to choose. Underline the letters that spell [k] at the beginning of each of the following words:

counterfeit	kitchen	crime	community
calculate	critical	kindly	climate
condemn	campaign	congress	capital
key	clinic	kettle	conscience

3. Sort the sixteen words into these two groups:

Words in which [k] is spelled . . .

<k>	<c>	

4. Underline the letter that comes right after the <c>or <k>in each of the sixteen words in Item 3 above. Then sort the words into this matrix:

Words in which [k] is spelled . . .

	<c>	<k>
Words with an <i>or <e> right after the [k]		
Words with no <i> or <e> right after the [k]		

5. In each of these words is the [k] sound at the beginning of the word, in the middle, or at the end? _____

6. You should have seen that each time a word starts with [k] with an $< i >$ or <e>right after it, the [k] is spelled <k>. Otherwise, [k] at the beginning of a word is spelled <c>. Have you ever seen a word begin with <ck>? _____ If you saw one, like maybe <ckurp>, wouldn't it look odd? _____

7. At the beginning of a word, [k] is never spelled _____; it is usually spelled _____ or _____. If the [k] has an $< i >$ or an <e>right after it, it is usually spelled _____; otherwise, it is usually spelled _____.

13.10 Lesson Ten

Spelling [k] at the End of Words

1. All of the following words end in the sound [k]. Circle the letters that spell the final [k] in each word. Final <e>s are not part of the spelling of [k]:

remark	economic	break	seismic
wreck	shriek	o'clock	speck
mistake	scientific	brook	hawk
struck	knock	rebuke	provoke
unmask	overlook	earthquake	shark

2. Sort the twenty words into these three groups:

Words in which the final [k] is spelled . . .

<c>	<ck>	<k>

3. Now sort the twenty words into these two groups:

Words with a consonant sound right in front of the final [k]	Words with a vowel sound right in front of the final [k]	

4. Here are some words with short vowel sounds: *bat, bet, bit, bought, book, but*. And here are some with long vowel sounds: *bait, beet, bite, boat, boot, beaut*.

Now sort into this matrix the seventeen words from Item 3 with a vowel sound in front of the final [k]:

Words in which the final [k] is spelled . . .

	<c> or <ck>	<k>
Words with a short vowel sound spelled with a single letter in front of the [k]		
Words with a short vowel sound spelled with a digraph in front of the [k]		
Words with a long vowel sound in front of the [k]		

5. How is the final [k] spelled in the three words that have a consonant sound in front of it? _____ How is it spelled in the five words that have a long vowel in front of it? _____ How is it spelled in the three words that have a short vowel spelled with a digraph right in front of it? _____

6. At the end of a word, [k] will usually be spelled <k> if it has a _____ vowel or consonant sound or a short vowel sound spelled with a digraph right in front of it; but it will usually be spelled _____ or _____ if it has a _____ vowel sound right in front of it.

13.11 Lesson Eleven

Words That End in <c> and <ck>

1. Below are some words that end with the sound [k]. Underline the letters that spell the final [k] in each of them. Don't worry yet about the columns labeled 'Sounds':

TABLE 13.16:

Word	Sounds	Word	Sounds	Word	Sounds	Word	Sounds
poetic		wreck		specific		speck	
struck		athletic		elastic		enthusiastic	
scientific		quick		zodiac		check	
knock		sick		economic		sympathetic	
traffic		seismic		schlock		patriotic	

2. Now pronounce each word carefully. Listen for the number of vowel sounds in each word. In the 'Sounds' columns write that number. Eight of the words have one vowel sound. Two have two vowel sounds. Five have three vowel sounds. Four have four vowel sounds, and one has five.

3. Now sort the twenty words into this matrix:

	Words with the final [k] spelled . . .	
	<c>	**<ck>**
Words with only one vowel sound		
Words with more than one vowel sound		

4. If a word ends in [k] with a short vowel sound in front of it, the [k] will usually be spelled either _____ or _____. If the word has only one vowel sound, the [k] will usually be spelled _____. If the word has more than one vowel sound, the [k] will usually be spelled _____.

5. The following words all contain two vowel sounds but still end in <ck>. Be ready to discuss why they can be analyzed to show that they actually do not contradict the conclusion that in words with only vowel sound final [k] will usually be spelled <ck>:

TABLE 13.17:

Word	Analysis
horseback	
aftershock	
o'clock	
airsick	
thunderstruck	
yardstick	

13.12 Lesson Twelve

Review of <c>, <k>, and <ck>

1. **Spelling A Final [k]**: These twenty words all end in the sound [k]. Sort them into the matrix:

zodiac	struck	hawk	o'clock	sympathetic
provoke	shriek	picnic	school	unmask
shark	milk	rebuke	break	brook
remark	traffic	knock	seismic	enthusiastic

Words with final [k] spelled . . .

	<c>	<ck>	<k>
Words with final [k] after a consonant			
Words with final [k] after a long vowel			
Words with final [k] after a short vowel spelled with a digraph			
Words with final [k] after a short vowel spelled with one letter			

2. A final [k] following a consonant is usually spelled _____. A final [k] following a long vowel is usually spelled _____. A final [k] following a short vowel spelled with a digraph is usually spelled _____. A final [k] following a short vowel spelled with one letter is usually spelled _____ or _____. If there is only one vowel sound in a word that ends with a [k] following a short vowel sound, the [k] is usually spelled _____. If there is more than one vowel sound in a word that ends with a [k] following a short vowel sound, the [k] is usually spelled _____.

3. **Spelling An Initial [k]**: Here are twenty words that start with the sound [k]. Sort them into the matrix:

campaigned	conscience	kinship	kept	climate
collapsed	kettle	kidnapper	capital	committed
kindliness	community	courageous	crocodile	counterfeit
conventions	correspondent	keyboard	kitchens	kissed

Words that start with [k] spelled . . .

	<c>	<k>
Words with an <i> or <e> following the [k]		
Words with no <i> or <i> following the [k]		

5. If an initial [k] has an _____ or an _____ right after it, the [k] is usually spelled _____; otherwise it will usually be spelled _____.

13.13 Lesson Thirteen

Spelling [k] in the Middle of Words

1. Often when a [k] is in the middle of a word, it is actually at the beginning or the end of a shorter word, or free stem, inside the longer one. For instance, there is a [k] in the middle of *recall*. But *recall* actually is made up of the prefix *re-* and the free stem *call: recall = re + call.* The [k] in *call* behaves just the way it is supposed to when it is at the front of a word: It is spelled <c>rather than <k>because it does not have an <e>or <i> after it, and it is not spelled <ck>because words don't start with <ck>.

The word *darkroom* has a [k] in the middle. But *darkroom* is a compound that analyzes to the two free stems *dark* and *room*: *darkroom = dark + room.* So the [k] in *darkroom* is really at the end of the free stem *dark* - and it behaves just as it is supposed to: It is spelled <k>rather than <c>or <ck>because of the consonant in front of it.

2. All of the following words have a [k] somewhere in the middle. Each of the words actually contains a free stem that has the [k] either at the beginning or the end.

First, underline the letters that spell [k].

Second, analyze each word enough to show the free stem that begins or ends with [k].

Third, be ready to talk about why the [k] is spelled the way it is in the free stems.

TABLE 13.18:

Word	Analysis
checkout	
unconscious	
unkindly	
remarkable	
inconsistent	
unenthusiastically	
trickiest	
passkey	
breakfast	
musicality	
encourage	
trickster	
sickeningly	
wreckage	
mistakenly	
jackknife	
bookcase	
schlockiest	
backcast	
unluckily	

3. **<K>-insertion**. In a very few words there is a <ck>spelling that occurs when a free stem that ends in <c>has a

suffix added to it that starts with <e>, < i >, or <y>: A <k>is inserted after the <c>: For instance, *panic + ed = panic + k + ed = panicked.* The <k>is inserted to avoid having the <c>look as if it should be pronounced as a soft <c>, [s] before the <e>, < i >, or <y>, as it would in *paniced.

Here are some other words that involve <k>insertion. Analyze each one to show how the the <k>was inserted:

<p style="text-align:center">**TABLE 13.19:**</p>

Word	Analysis: Free stem + suffix
panicked	*panic + k + ed*
panicky	
picnicking	
trafficker	
bivouacked	
sicked*	

*As in "He sicked his dog on the burglar."

13.14 Lesson Fourteen

Elements with [k] in the Middle

1. You've seen that when [k] comes at the end or the beginning of a word, you can usually predict when to use <c>, <ck>, or <k>to spell it. You've seen, too, that when the [k] is at the end or the beginning of a free stem inside a word, you can usually predict among <c>, <ck>, and <k>. The same pattern holds when the [k] is in the middle of a word but is not at the beginning or end of a stem; that is, when [k] is in the middle of an element, as in *skip* and *scold.*

2. All of the following words contain a [k] in the middle of an element. In each word underline the letter or letters that spell that [k]. Then sort the words into the three groups described below:

contractor	subjects	hockey	sacrifice
picnics	perfectly	collects	function
instruction	ankle	affectionate	picture
infection	describe	pickle	electrician
restriction	spectacle	crocodile	intellectual
transcription	production	introduction	instinctive
chuckle	skirts	donkey	wrinkles
sketches	skyscraper	skies	tackle

Words with the [k] in the middle of an element and spelled . . .

<c>	<k>	<ck>

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3. Now underline the letter that **follows** that middle [k] sound in each of the words above and sort the words into this matrix:

Words with the [k] in the middle of an element and spelled . . .			
	<c>	<k>	<ck>
Words with <e>, <i>, or <y> following the [k]			
Words with no <e>, <i>, or <y> following the [k]			

4. When the sound [k] is in the middle of an element and is followed by <e>, < i >, or <y>, it will usually be spelled _____ or _____. If it is not followed by <e>, < i >, or <y>, it will usually be spelled _____.

13.15 Lesson Fifteen

The Sound [k] before <le>#

1. Here are some words that have [k] right in front of an <le>that comes at the end of the word. Sometimes the [k] is spelled <k>, sometimes <ck>, sometimes <c>. Sort the words into the two groups described below:

wrinkle	ankle	sparkle	trickle	tackle
spectacle	tickle	barnacle	miracle	obstacle
particle	cycle	chronicle	twinkle	vehicle
icicle	chuckle	freckle	article	bicycle
pickle	heckle	shackle	receptacle	oracle

Words in which the [k] follows a . . .

vowel			consonant
spéctacle	héckle	árticle	wrinkle
párticle	bárnacle	recéptacle	ankle
ícicle	chrónicle	táckle	sparkle
píckle	fréckle	óbstacle	twinkle
tíckle	sháckle	véhicle	
cýcle	tríckle	bícycle	
chúckle	míracle	óracle	

2. In words in which [k] follows a consonant and is in turn followed by an <le>that comes at the end of the word, the [k] is spelled <k>.

3. Read aloud each of the words in which the [k] follows a vowel. In each word mark the vowel that has strong stess on it, like this: *wrínkle* and *spéctacle*. The vowel with strong stress will not always be the vowel right in front of the [k]. If you get confused, don't be afraid to ask for help or to look words up in your dictionary.

4. Now sort the words you just marked into these two groups:

Words in which the vowel right in front of the [k] . . .

has strong stress		does not have strong stress	
pickle	shackle	spectacle	vehicle
cycle	tackle	particle	barnacle
heckle	freckle	article	bicycle
tickle		icicle	miracle
chuckle		obstacle	receptacle
trickle		chronicle	oracle

5. In words that have a [k] right in front of an <le>that comes at the end of the word and a vowel that does not have strong stress right in front of the [k], the [k] is spelled <u><c></u>.

6. Now read over your list of words with a vowel with strong stress right in front of the [k]. Sort the words into these two groups:

Words in which the vowel right in front of the [k] is . . .

short			long
pickle	chuckle	tackle	cycle
heckle	trickle	freckle	
tickle	shackle		

7. In words that have a [k] right in front of an <le>that comes at the end of the word and a vowel with strong stress right in front of the [k], the [k] is spelled <u><ck></u> if the vowel is short, and it is spelled <u><c></u> if the vowel is long.

8. In words that have a [k] right in front of an <le>that comes at the end of the word:

(i) If there is a stressed short vowel right in front of the [k], the [k] is spelled <u><ck></u>;

(ii) If there is a weak vowel or a strong long vowel right in front of the [k], the [k] is spelled <u><c></u>; and

(iii) If there is a consonant right in front of the [k], the [k] is spelled <u><k></u>.

Teaching Notes.

Item 2. The statement that [k] is spelled <k>between a consonant and word-final <le>is a good one, but there are two glaring holdouts: *circle* and *uncle*. *Circle* comes from the Latin *circulus* and appeared in Old English as *círcul*. During the Middle English period it was spelled with <k>as often as with <c>, as for instance, *cerkle, cirkle, cerkil, serkle, serkell*. The spelling with <c>became standard during the 16

th *century enthusiasm for making the spelling of English words reflect their Latin roots. Uncle comes from the Old French uncle, which* $k > th$ *and did circle* : *unkle, unckle, unkel, vnkel, unkell, unkil, unkyl, hunckyl, ownkyll, onkill, unckall....*

Though the <le>is not at word's end, *nuclear* could also be seen as somewhat odd.

This pattern is discussed in more detail in *AES,* pp. 366-67 and 149-51. (If you are particularly interested, there is still more information referenced at the item "VC'C' *le"* in the index.)

13.16 Lesson Sixteen

Practice with [k] Spelled <c>, <ck>, and <k>

With this Word Flow you can trace out more than forty words that contain the sound [k], spelled either <c>, <k>, or <ck>. As you find the words, list them in the three columns described below. Some words will go into more than one column.
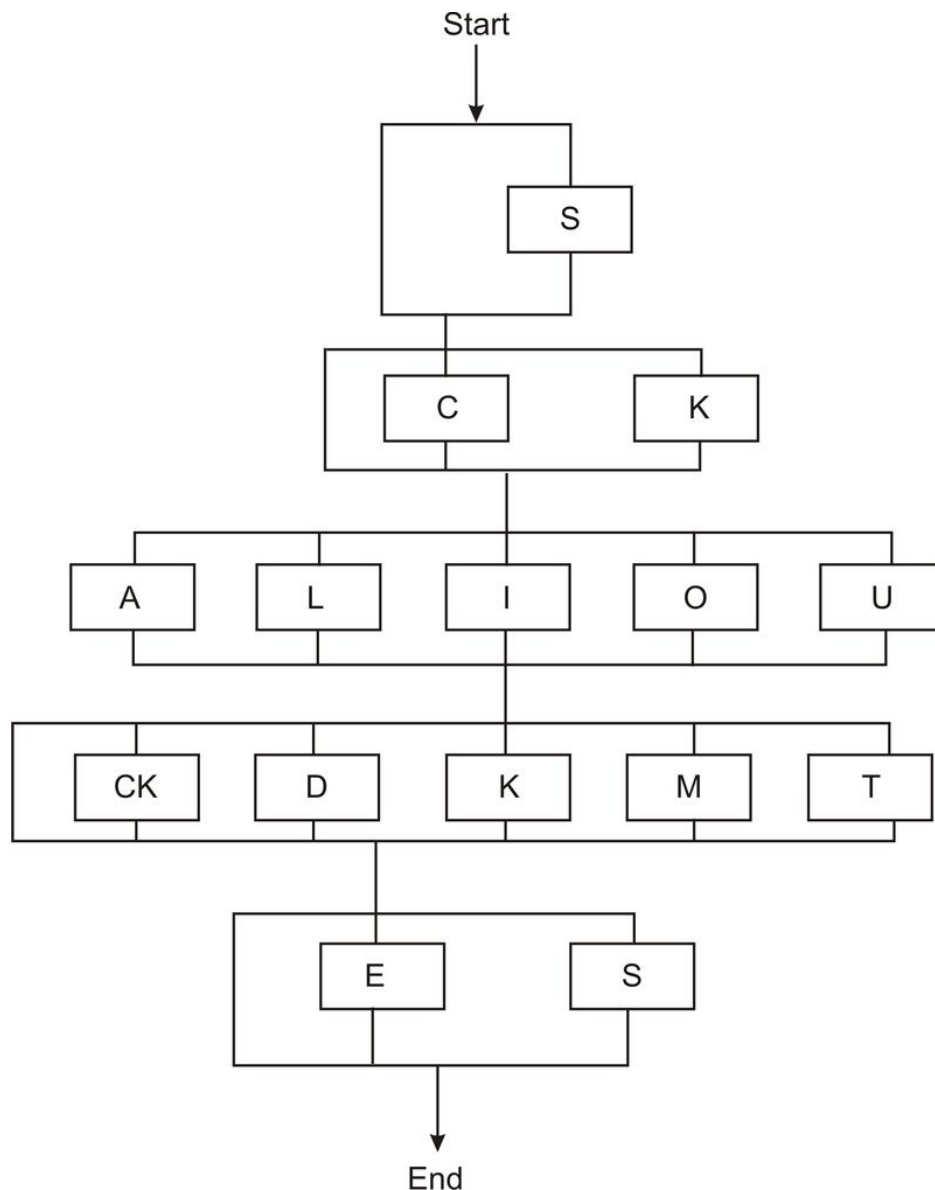
Words with [k] spelled . . .

<c>		<k>	<ck>

13.17 Lesson Seventeen

Test Two

TABLE 13.20:

Words	Analysis
1.	[k] = _____ Prefix + free base + suffix = ___
2.	[z] = _____ [ē] = _____ [k] = _____
3.	Prefix + bound base + suffix^1 + suffix^2 = _____
4.	[k] = _____ Prefix + free base + suffix = ___
5.	[k] = _____ Prefix + free stem = _____
6.	[k] = _____ & _____ Free stem + suffix = _____
7.	[k] = _____ [j] = _____ Free stem + suffix = _____
8.	[k] = _____ [n] = _____ Free stem + suffix = _____
9.	[k] = _____ Bound base + suffix = _____
10.	[a] = _____ [■] = _____ [k] = _____

TABLE 13.21: Answers to Test Two

Words	Analysis
1. *collapsed*	[k] = <c> Prefix + free base + suffix = *com̸ + l + laps̸e̸ + ed*
2. *zodiac*	[z] = <z> [ē] = < i > [k] = <c>
3. *communities*	Prefix + bound base + suffix^1 + suffix^1 = *com + mun̸e̸ + ity̸ + i + es*
4. *remarkable*	[k] = <k> Prefix + free base + suffix = *re + mark + able*
5. *conscience*	[k] = <c> Prefix + free stem = *com̸ + n + science*
6. *picnicked*	[k] = <c> & <ck> Free stem + suffix = *picnic + k + ed*
7. *courageous*	[k] = <c> [j] = <g> Free stem + suffix = *courage + ous*
8. *knocked*	[k] = <ck> [n] = <kn> Free stem + suffix = *knock + ed*
9. *capital*	[k] = <c> Bound base + suffix = *capit + al*
10. *ankle*	[a] = < a > [■] = <n> [k] = <k>

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13.18 Lesson Eighteen

Some Prefixes That Make <cc>

1. What always comes before <kle>, a vowel or a consonant? _____. What always comes before <ckle>, a long vowel, a short vowel, or a consonant? _____. What usually comes in front of the <cle>, a vowel or a consonant? _____

2. When they are added to stems that start with <c>, the three prefixes *ad-, sub-*, and *ob-* assimilate to *ac-, suc-*, and *oc-*, making a <cc>toward the front of the word. Sometimes the <cc>spells the sound [k]; sometimes it spells [ks].

All of the following words contain one of these prefixes. Analyze each word into prefix and stem and show where the two <c>s come from:

TABLE 13.22:

Word	Prefix + Stem
accelerate	*ad̸ + c + celerate*
according	
account	
occasionally	
successful	
occurrence	
occupy	
accident	
accurate	
access	
occupation	
accompany	
accommodate	
succinctly	
accuse	
accumulate	

3. Sort the words into these two groups:

Words in which the <cc> spells . . .

[k]		[ks]

4. Look carefully at the letter that comes right after the <cc> in each of the words. Then sort the words into this matrix:

Words in which the <cc> spells . . .

	[k]	[ks]
Words that have <e> or <i> following the <cc>		
Words that do not have <e> or <i> following the <cc>		

5. Be ready to discuss this question: Why do the words sort out the way they do in the matrix in Item 4?

13.19 Lesson Nineteen

More Words with <cc>- and More on [ks]

1. The following words all contain assimilated forms of the prefixes *ad-*, *sub-*, or *ob-*. Analyze each one into prefix plus stem to show where the <cc>comes from, and fill in the blanks:

TABLE 13.23:

Word	Analysis: Prefix + Stem	The letter after <cc>is . . .	The <cc>spells the sound . . .
accounting	*ad + c + counting*	*<o>*	*[k]*
accessory			
accompanied			
occurred			
occasionally			
accidentally			
accomplishment			
successor			
succinctly			
occupation			

2. When there is an < i > or an <e>right after <cc>, the <cc>is pronounced _____; otherwise <cc>is pronounced _____.

3. You've seen that sometimes <cc>spells [k] and sometimes it spells [ks]. All of the following words contain the sound [ks], spelled different ways. Underline the letters that spell the [ks] in each of these words:

exclusive	exclamation	experience
hawks	complexity	sharks
picnics	explode	extraordinary
extend	shrieks	knocks
wrecks	economics	medics

4. Sort the fifteen words into these groups:

Words in which [ks] is spelled . . .

<cs>	<cks>	<ks>	<x>

5. Look at the words in which [ks] is spelled <cs>, <cks>, or <ks>. Each one consists of a free stem and a suffix. Analyze each word to show what the free stem and suffix are:

TABLE 13.24:

Word	Analysis: Free Stem + Suffix
picnics	*picnic + s*

5. When [ks] is spelled _____, _____, or _____ the $<s>$ is usually the suffix _____.

13.20 Lesson Twenty

Sometimes [k] is Spelled <q>, Sometimes <qu>

1. In a few words the letter <q>is used in the spelling of the sound [k]. The letter <q>always is followed by the letter < u >. Sometimes the < u > spells the sound [w] so that the <qu>spells [kw]. Sometimes the <qu>spells just [k]. Read the following words, paying special attention to whether the <qu>in each spells [kw] or just [k]:

antique	conquest	consequently	mosquito	requirement
earthquake	equality	equipment	squadron	square
equivalent	physique	exquisite	frequently	squirrel
liquor	liquid	unique	request	squeak
quantity	quarrel	question	technique	subsequently
quickly	picturesque	quietly	quotation	squeeze

2. Sort the words into these two groups:

Words in which <qu> spells . . .

[kw]			[k]

3. In words in which <qu>spells [kw], the < u > spells [w], so [k] is spelled _____. But in words in which the < u > does not spell [w], [k] is spelled _____.

4. Whether it's spelling [kw] or [k], <qu>nearly always comes at the very beginning or the very end of the element it is in.

In the thirty words above there are eleven in which the [k] spelled either <q>or <qu>is the first or the last sound in the word. When it comes at the end, it has a silent final <e>insulating the < u >. Find the eleven words and copy them into the table below.

Words in which the [k] spelled <q> or <qu> is the . . .

first sound in the word		last sound in the word	

5. When the [k] is not the first or last sound of the word it is in, it nearly always is the first or last sound of the element it is in. For instance, *earthquake* is *earth + quake*, with the [k] spelled <q>the first sound in the free stem *quake*. Analyze each of the following words. Show any assimilation.

TABLE 13.25:

Word	Formula	Analysis
earthquake	Free stem + free stem	*earth + quake*
conquest	Prefix + free base	
exquisite	Prefix + bound stem	
requirement	Prefix + bound base + suffix	
request	Prefix + free base	
liquor	Bound base + suffix *-or*	
liquid	Bound base + suffix	
equality	Bound base + suffix + suffix	
subsequently	Prefix + bound base + suffix *-ent* + suffix[2]	
consequently	Prefix + bound base + suffix[1] + suffix[2]	
turquoise	Bound base + suffix *-oise*	
bouquet	Bound base + suffix *-et*	
mosquito	Bound base + suffix *-ito*	
frequently	Bound base + suffix[1] + suffix[2]	

6. In five of the thirty words in Item 1 in which [k] is spelled <q>, the <qu>is part of the cluster <squ>Those five words are:

7. Where does the <squ>cluster come in these nine words? _____

8. The <q>or <qu>that spell [k] are nearly always at the very _____ or _____ of the element in which the occur.

13.21 Lesson Twenty-one

Sometimes [k] is Spelled <ch>, Sometimes <lk>

1. We borrowed the letters of our alphabet from the Romans. The Romans had borrowed their alphabet from a group of people called the Etruscans. And the Etruscans had borrowed their alphabet from the Greeks. One of the Greeks' letters looked like our <X>. It was called *chi*, pronounced [kī], and it spelled the sound [k]. When we borrowed Greek words that contained chi, we changed the spelling from <x>to <ch>, still pronounced [k] - as in words like *chorus*, *school*, and *Christmas*. Most of the words in English that contain the sound [k] spelled <ch>come from old Greek words with chi. Underline the <ch>spellings of [k] in each of the following words:

orchestra	school	architect	psychiatrist
chorus	chaos	echo	scholar
chronicle	mechanic	character	orchid
ache	schedule	scheme	chord
psychology	chemical	anchor	Christmas
monarch	stomach	technical	chlorophyll

2. Sort the words into the three groups described below:

Words in which [k] is spelled <ch> . . .

at the front	in the middle		at the end

3. There is one other spelling of [k] that is worth a special look. In a few words [k] is spelled <lk>- as in *chalk*. A long time ago the <l>was pronounced, but no longer. All of the following words contain an <l>that is usually no longer pronounced. Six of them end in the sound [k] spelled <lk>. Sort the sixteen words into the four groups described below:

salmon	talk	stalk	halve
walk	yolk	palm	chalk
folk	halfway	psalm	calves
calf	calm	salve	behalf

Words that end . . .

<lk>	<lf>	<lm>	<lve>

4. In the words in which [k] is spelled <lk>, what letter usually is right in front of the <l>? _____. In words in which [k] is spelled <lk>, what other letter sometimes is right in front of the <l>? _____. In words that end <alk>, which does the < a > spell: [a] or [o]? _____. In words that end <olk>, which does the <o>spell: [o] or [ō]? _____.

Word Histories. The first letter of the Greek word for Christ was chi — or <X>— which is why we sometimes abbreviate our word *Christmas* to *Xmas*. The <x>in *Xmas* is really the old Greek chi.

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13.22 Lesson Twenty-two

Practice Spelling [k]

1. This review is in the form of a Wordspell. You are given the sixteen letters with which to spell twenty words, all of which contain [k]. You are also given blanks for the twenty words. We've given you a start by filling in the letters in each word that spell the sound [k]. Here the sixteen letters:

<p style="text-align:center;">O U N I E R O P Y A D L T S R I</p>

Here are the blanks for the twenty words:

Words with [k] spelled <qu>:

			Q	U	
			Q	U	

Words with [k] spelled <q>:

		Q			
		Q			

Words with [k] spelled <lk>:

		L	K	
		L	K	
			L	K

Words with [k] spelled <cc>:

	C	C			
	C	C			
	C	C			
	C	C			
	C	C			

Words with [k] spelled <ch>:

	C	H		
	C	H		
C	H			
C	H			
	C	H		
		C	H	

2. Here are some words that end in [k] Read them carefully and then fill in the blanks:

knock	brook	walk	gigantic
quick	hawk	folk	traffic
wreck	earthquake	milk	zodiac
picnic	provoke	rebuke	thunderstruck
maniac	retake	shark	aftershock

a. When a word ends in [k] with a long vowel in front of it, the [k] is usually spelled _____.

b. When a word ends in a [k] with a consonant in front of it, the [k] is usually spelled _____.

c. When a word ends in a [k] with a short vowel in front of it, the [k] is usually spelled either _____ or _____.
If the word has only one vowel sound in it, the [k] will usually be spelled _____; if it has more than one vowel sound in it, the [k] will usually be spelled _____.

13.23 Lesson Twenty-three

The Suffixes -

1. The suffixes *-ance* and *-ence* are added to verbs and to bound stems to form nouns:

inherit (a verb) + *ance* = *inheritance* (a noun)

obedi (a bound base) + *ence* = *obedience* (a noun)

2. The suffixes *-ance* and *-ence* can create problems for spellers because although they have the same pronunciation, [ns], and the same meaning or function (forming nouns), they have different spellings. There are no simple and absolutely reliable rules for predicting when to use *-ance* and when to use *-ence*, but there are some patterns that can help you know when to use *-ence*.

If you can add [enshl] (spelled <ential>) to the stem and get a recognizable word, the [ns] is *-ence*. For instance, if you can't decide between <confidence> and <confidance>, and you replace the [ns] with [enshl], the result is a word you should recognize: *confidential*. In any [ns] word that can take [enshl] this way, you can be sure that the [ns] suffix is *-ence*.

In the middle column below add [enshl], spelled <ential>, to the verb in the first column. Then in the right hand column add the correct spelling of [ns}:

TABLE 13.26:

Verb	Verb + [enshl]	Verb + [ns]
confide	*confidential*	*confidence*
differ		
exist		
prefer		
refer		
reside		
revere		

3. The table below is just like the preceding one except that rather than starting with a verb, you start with a bound stem:

TABLE 13.27:

Bound Stem	Bound Stem + [enshl]	Bound Stem + [ns]
consequ	*consequential*	*consequence*
evid		
experi		
influ		
sent		

4. Another helpful hint is looking at the stem to which the [ns] has been added. If it is a bound stem, you can be fairly certain that the [ns] is *-ence*. In the right column below add [ns] to the bound stem:

TABLE 13.28:

Bound Stem	Bound Stem + [ns]
influ	*influence*
consci	
consequ	
evid	
experi	
innoc	
intellig	
obedi	
pati	
sci	
sil	
viol	

13.24 Lesson Twenty-four

More About -

1. You have seen two patterns that can help you know when to choose *-ence* rather than *-ance.*

a. Stems that can form adjectives ending in [enshl] spelled <ential>will form nouns with *-ence*, as in *confidential* and *confidence*.

b. Bound stems that form nouns ending in [ns] usually take *-ence*, as in *patience*.

It would be easy if we could just say that everyplace else you should choose *-ance*. Alas, it is more complicated than that, though there are some things we can say that can directly help you know when to use *-ance*.

But nouns that end in either *-ence* or *-ance* very often have a partner word, an adjective that ends in either *-ent* or *-ant*. For instance, the noun *confidence* has the partner adjective *confident*. And if a noun ends in *-ence* and has such a partner adjective, the adjective will always have *-ent*. If a noun ends in *-ance* and has such a partner adjective, the adjective will be have *-ant*.

This doe not directly help us choose between *-ance* and *-ence*, but sometimes we can remember how to spell the adjective but not the noun, or vice versa, so it can help to remember that *-ance* goes with *-ant* while *-ence* goes with *-ent*.

2. Fill in the blanks. Some of the adjectives can also be used as nouns:

TABLE 13.29:

Noun	Adjective
assistance	
confidence	
	different
	attendant
consequence	
existence	
	defiant
	convenient
evidence	
resistance	
	independent
	violent
ignorance	
innocence	
	silent
	referent
importance	
intelligence	
	obedient
	patient
residence	

TABLE 13.29: (continued)

Noun	Adjective
presence	

CHAPTER **14** **Student 07-Lesson 25-48**

Chapter Outline

14.1 Lesson Twenty-five

Test Three

TABLE 14.1:

Words	Analysis
1.	Prefix + free base + suffix = _____
2.	[k] = _____ [ā] = _____ in the pattern ___
3.	[k] = _____ and _____ Prefix + bound base + suffix = _____
4.	Free stem + suffix = _____
5.	[ks] = _____ Prefix + bound base + suffix = _____
6.	Prefix + free base + suffix = _____
7.	[ō] = _____ [ē] = _____ and _____ in the patterns ___-__ and _____
8.	Bound base + suffix^1 + suffix^2 = _____
9.	[ī] = _____ in the pattern _____
10.	[yū] = _____ [ē] = _____ [k] = _____

TABLE 14.2: Answers to Test Three

Words	Analysis
1. accountant	Prefix + free base + suffix = _ad_ + c + count + ant
2. chaos	[k] = _<ch>_ [ā] = _< a >_ in the pattern _V. V_
3. consequence	[k] = _<c>_ and _<q>_ Prefix + bound base + suffix = _com_ + n + sequ + ence
4. existing	Free stem + suffix = _exist + ing_
5. experience	[ks] = _<x>_ Prefix + bound base + suffix = _ex + peri + ence_
6. influence	Prefix + free base + suffix = _in + flu + ence_
7. obedient	[ō] = _<o>_ [ē] = _<e>_ and _< i >_ in the patterns _VCV_ and _V.V_
8. patiently	Bound base + suffix^1 + suffix^2 = _pati + ent + ly_
9. silent	[ī] = _< i >_ in the pattern _VCV_
10. unique	[yū] = _< u >_ [ē] = _< i >_ [k] = _<qu>_

14.2 Lesson Twenty-six

The Suffixes -

1. The suffixes *-ic* and *-al* can be used to turn nouns into adjectives. Nouns are words that name persons, places, or things and make sense in this blank:

The _____ seemed okay.

Adjectives are words that modify or describe nouns and make sense in this blank:

It's a very _____ thing.

For instance, *prophet* is a noun that names a kind of person; it fits in the noun sentence: "The prophet seemed okay". But if we add the suffix *-ic* to *it*, we get *prophetic*, an adjective that describes nouns and that fits into the adjective sentence: "It's a very prophetic thing."

Person is also a noun: "The person seemed okay." But if we add the suffix *-al*, we get the adjective *personal*: "It's a very personal thing."

2. Combine the nouns and suffixes below to make adjectives:

TABLE 14.3:

Noun	Suffix	Adjective
athlete	ic	*athletic*
occasion	al	
profession	al	
patriot	ic	
nation	al	
rhythm	ic	
echo	ic	
accident	al	
education	al	
artist	ic	

3. Now try it the other way around: Each of the following adjectives consists of a noun and either the suffix *-ic* or the suffix *-al*. Analyze each adjective into its noun and suffix. Watch for final <e>'s that have been deleted:

TABLE 14.4:

Adjective	Noun	Suffix
enthusiastic	*enthusiast*	*ic*
democratic		
universal		
normal		
natural		
personal		
rhythmic		

TABLE 14.4: (continued)

Adjective	Noun	Suffix
agricultural		
heroic		
original		

4. Sometimes the suffix *-ic* is added to a stem, often a bound stem, to make a noun or an adjective: *crit + ic = critic*. Then the noun will add on the suffix *-al* to make an adjective *critic + al = critical.*

Here are some more that follow this pattern:

TABLE 14.5:

Adjective	Stem	Suffix #1	Suffix #2
critical	*crit*	*ic*	*al*
mechanical			
medical			
electrical			
chemical			
historical			
technical			
identical			
musical			
practical			

14.3 Lesson Twenty-seven

Another Suffix -al

1. You have seen that one suffix *-al* can be used to make adjectives out of nouns: *instruction*, a noun, becomes *instructional*, an adjective. There is another suffix *-al* that can be used to make nouns out of verbs. A verb is a word that shows action or state of being and that will make sense in a blank like this one:

They will _____ them.

For example, renew is a verb: *They will renew them.*

A verb is also a word that changes its form to show changes in time: *Tomorrow they will renew them,* vs. *Yesterday they renewed them.*

A noun is a name of a person, place, or thing and will make sense in a blank like this one:

The _____ seemed okay.

If we add *-al* to the verb *renew*, we make *renewal*, a noun: *The renewal seemed okay.*

2. Combine the verbs and suffixes below to make new nouns:

TABLE 14.6:

Verb	Suffix	Noun
commit	al	
approve	al	
arrive	al	
dismiss	al	
remove	al	
refer	al	
dispose	al	
bury	al	
propose	al	
try	al	
refuse	al	
sign	al	

3. Which two nouns did you make that had twinning in them?

4. In which two nouns did you have to change a <y>to < i > when you added the suffix?

5. In which six nouns did you have to delete a final <e>when you added the suffix?

5. **Proofreading Quiz**. There are six misspelled words in the following paragraph. Each misspelling involves a double consonant that is there but shouldn't be, or should be there but isn't. Find the six misspelled words, circle them, and spell each one correctly above its misspelling:

Our word *school* comes from an old Greek word that meant "leisure"! That might seem to be a rather odd begining for a word that referrs to the place where so many people put in so many hours of work. But the clasical Greek philosophers prefered to think of leisure as a time for study and learning. So these words all stemed from a Greek word that meant "a holding back, a rest, leisure": *school, schooling, schoolhouse; scholar, scholarly, scholarship, scholastic, scholastlcally*. In all of these words that <ch>speling of [k] comes from the Greek letter *chi*, which is writen in our alphabet as <ch>pronounced [k].

14.4 Lesson Twenty-eight

Bound Stems with -

1. You have seen that the suffixes *-ic* and *-al* are sometimes added to bound stems. For instance, the word *mechanical* can be analyzed into *-ic* plus *-al* added to the bound stem *mechan*. When *-ic* or *-al* are added to bound stems, it can be hard sometimes to recognize that the suffixes are there. So here are some nouns and adjectives to analyze for practice. They all contain a bound stem plus either *-ic* or *-al*, or both:

TABLE 14.7:

Noun or Adjective	Bound Stem + Suffix or Suffixes
mystical	*myst + ic + al*
legal	
medical	
mortal	
mental	
technical	
liberal	
public	
physical	
social	
criminal	
elastic	

2. Now try some the other way around:

TABLE 14.8:

Bound Stem + Suffix or Suffixes	Noun or Adjective
myst + ic + al	*mystical*
mechan + ic + al	
chem + ic + al	
loc + al	
equ + al	
re + al	
princip + al	
republ + ic	
gigant + ic	
capit + al	
com + ic + al	
immort + al	

3. Some of the bound stems in these words are in several other words. For instance, the bound stem *mort* in *mortal* means "death" and is in the following words. Underline the bound stem *mort* in each of them:

mortgage   mortify   mortician   amortize   mortuary

The bound stem in *liberal* is *liber*, "free." Underline it in each of the following:

liberty   liberality   unliberated   illiberal

The bound stem *ment* in *mental* means "mind." Underline it in each of the following:

mentality   demented   mention   comment

The bound stem *myst* means "secret." Underline it in each of the following:

mystical   mysterious   mysticism   mystery   mystify

The bound stem *med* in *medical* means "heal." Underline it:

mystical   medication   medicine   remedy   remedial   medics

14.5 Lesson Twenty-nine

The Suffixes -

1. We have two suffixes spelled <al>. One *-al* changes verbs to nouns: *renew + al = renewal*. The other *-al* changes nouns and bound bases into adjectives: *incident + al = incidental* and *capit + al = capital*. Analyze each of the following words into its stem plus *-al*. Show any changes that took place when the stem and suffix combined. Then answer the questions in the two right hand columns:

TABLE 14.9:

Original Word	Analysis: Stem + Suffix	Is the original word a noun, or is it an adjective?	Is the stem a noun, or is it a verb, or is it bound?
survival	*survivé + al*	*Noun*	*Verb*
dismissal			
principal			
physical			
occasional			
trial			
referral			
natural			
professional			
refusal			
agricultural			
arrival			

2. The suffix *-al* that changes nouns and bound stems to adjectives has two other forms, *-ial* and *-ual*. We will look at the reasons for these two forms later, but for now we will just analyze some adjectives that contain them, in order to get used to seeing and hearing them. Analyze each of the following adjectives into a stem plus either *-ial* or *-ual*, showing any changes that took place when the stem and suffix combined. Then answer the question in the right hand column

TABLE 14.10:

Adjective	= Stem + Suffix	Is the stem a noun, or is it bound?
actual	= *act + ual*	*Noun*
eventual	=	
presidential	=	
commercial	=	
financial	=	
editorial	=	
intellectual	=	
racial	=	
official	=	
usual	=	

TABLE 14.10: (continued)

Adjective	= Stem + Suffix	Is the stem a noun, or is it bound?
individual	=	
annual	=	
spiritual	=	
essential	=	
celestial	=	

14.6 Lesson Thirty

The Suffixes Spelled <ly>

1. Each of the italicized words below is either an adjective or a noun. Write 'Adjective' or 'Noun' in the blank at the end of each sentence, depending on what the italicized word is:

    a. Christine is her very best *friend*. _____
    b. She's a very *friendly* person. _____
    c. The store just sent us our *monthly* bill. _____
    d. I thought we paid them off last *month*. _____
    e. Their dog started howling again last *night*. _____
    f. But its howling has become a *nightly* event. _____
    g. Her *father* just got up and left. _____
    h. That's not a very *fatherly* thing to do. _____

2. The four adjectives you just identified all end with the suffix *-ly* that has been added to a noun: *friend*, a noun, becomes *friendly*, an adjective. There is another suffix that is spelled <ly>. This second suffix *-ly* changes adjectives to adverbs.

In the sentence *They are bold fighters*, *bold* is an adjective modifying the noun *fighters*.

In the sentence *They fought boldly, boldly* is an adverb modifying the verb *fought*.

Adverbs come in many different kinds and do many different things, but for now we are interested in just the ones that are made by adding the suffix *-ly* to an adjective. Adverbs that end in *-ly* usually modify verbs, like the adverb *boldly* in the sentence *They fought boldly*. And usually adverbs modify verbs by answering the question, How? How did they fight? They fought boldly.

3. Analyze each of the following adverbs into an adjective plus the suffix *-ly:*

TABLE 14.11:

Adverb	= Adjective	+ Suffix
boldly	= *bold*	+ *ly*
solemnly	=	+
correctly	=	+
immediately	=	+
equally	=	+
slightly	=	+
regularly	=	+
exactly	=	+
occasionally	=	+
angrily	=	+
accidentally	=	+
joyfully	=	+
necessarily	=	+
sufficiently	=	+

TABLE 14.11: (continued)

Adverb	= Adjective	+ Suffix
approximately	=	+

4. In the table below you can use one or more of the following suffixes to change each noun into an adjective: *-al*, *-ate, -ful*, *-less, -ous, -ual, -y*. Write the adjective in the Adjective column. Then in the Adverb column change each adjective into an adverb. Watch out for changes that occur when you add the suffixes:

TABLE 14.12:

Noun	Adjective	Adverb
accident	*accidental*	*accidentally*
act		
care		
faith		
fortune		
fury		
haste		
heart		
joy		
occasion		
origin		
person		
success		
thought		
use		

14.7 Lesson Thirty-one

The Suffixes -

1. The suffix *-ed* adds the meanings "in the past" and "action completed" to verbs:

They cooked the turkey yesterday, (*-ed* = "in the past")

The turkey is already cooked, (*-ed* = "action completed")

The suffix *-ing* adds to verbs the meanings "right now, in the present" and "action still going on, action not yet completed."

They are cooking the turkey right now. (*-ing* = "in the present") The turkey was cooking but now it's cooked, (*-ing* = "action not yet completed"; *-ed* = "action completed.")

Using *-ed* to mean the two things it means makes sense, because if something is in the past, probably it is completed, and if it is now completed, it must have happened in the past. Be ready to discuss this question: Why does it make sense to use *-ing* to mean both "in the present" and "action not yet completed"?

2. Once the suffix *-ing* with the meaning "action not yet completed" or *-ed* with the meaning "action completed" is added to a verb, we can use that new word as an adjective. And we can add *-ly* to that adjective to make an adverb:

In the sentence *The puppies entertain us a lot, entertain* is a verb.

In the sentence *The puppies are very entertaining, entertaining* is an adjective modifying *puppies*.

In *The puppies play entertainingly, entertainingly* is an adverb modifying the verb *play*.

We can do the same thing with *-ed*:

In the sentence *His habits disgust her, disgust* is a verb.

In *She is very disgusted by his habits, disgusted* is an adjective modifying *she*.

In *She described his habits disgustedly, disgustedly* is an adverb modifying the verb *described*.

3. Analyze each of the following adverbs into a verb plus suffixes. Two of the adverbs have prefixes in front of the verb:

TABLE 14.13:

Adverb	Analysis Verb + Suffixes
disgustedly	*disgust + ed + ly*
charmingly	
repeatedly	
surprisingly	
accordingly	
decidedly	
hurriedly	
supposedly	
exceedingly	
disappointingly	

4. Combine the following elements to form adverbs. Show any changes that occur when the elements combine:

TABLE 14.14:

Elements	Adverb
enter + tain + ing + ly	*entertainingly*
ad + mit + ed + ly	
ad + prove + ing + ly	
sur + prise + ing + ly	
un + hurry + ed + ly	
inter + est + ed + ly	
pro + mise + ing + ly	
di + stingu + ish + ed + ly	

14.8 Lesson Thirty-two

Some Changes with -

1. Usually when the suffix *-ly* is added to a stem, it just adds on, by simple addition, with no changes. You only need remember that when the stem ends with an <l>, since *-ly* begins with an <l>, there will be an <ll>in the new word: *careful + ly = carefully, illegal + ly = illegally, cruel + ly = cruelly*.

2. But there are two cases in which changes do occur when *-ly* is added to stems. First, if the stem ends in the letter <c>- especially if it ends in the suffix-*ic*- and if we were to add the stem and suffix through simple addition, we would get a misspelling, as in: *basic + ly = *basicly*.

What we have to do is insert the suffix *-al* between the stem and the *-ly*: *basic + ly = basic + al + ly = basically*. We insert this *-al* even if we do not have a word that ends in *-al*, such as *basical*.

3. Analyze the following adverbs, to show this insertion, as we've done with the first one:

TABLE 14.15:

Adverb	= Stem ending in <c>	+ -al	+ -ly
basically	= *basic*	+ *al*	+ *ly*
athletically	=	+	+
democratically	=	+	+
scientifically	=	+	+
characteristically	=	+	+
sympathetically	=	+	+
artistically	=	+	+
heroically	=	+	+
ecstatically	=	+	+
patriotically	=	+	+
enthusiastically	=	+	+
electrically	=	+	+

Notice the <ll>'s in all of these words: one <l>for the *-al*, one for the *-ly*. The only known holdout to this *-al* insertion is *publicly*.

4. Look at the italicized words in this sentence: "The *babies cried* all during the *trial*."

Then fill in the blanks:

The <y>-to-< i > Rule: When you add a suffix to a stem that ends with a <y>that has a consonant letter right in front of it, you change the _____ to _____.

5. Each of the following adverbs has been made by adding *-ly* to an adjective that ended in <y>. In each case when the *-ly* was added, the <y>at the end of the adjective changed to an < i >. Analyze each adverb and show the way the <y>was changed to an < i >, as we've done with he first one:

TABLE 14.16:

Adverb	= Adjective that ends in \<y\>	+ Suffix *-ly*
merrily	= *merry* + i	+ *ly*
angrily	=	+
busily	=	+
extraordinarily	=	+
uneasily	=	+
icily	=	+
hastily	=	+
satisfactorily	=	+
readily	=	+
heartily	=	+
steadily	=	+
heavily	=	+
necessarily	=	+
ordinarily	=	+
temporarily	=	+

14.9 Lesson Thirty-three

Review of Adverbs with -

1. Use the suffix *-ly* to turn the following nouns, adjectives, and verbs into adverbs. Show the process that it takes to make each word. Sometimes you will have to add one suffix, sometimes more than one. Remember that you can often use *-less* and *-ful* to turn nouns into adjectives and that you can turns verbs into adjectives by adding *-ed* or *-ing*. Sometimes you may think of two adverbs that you can make from a stem word. If so, go ahead and make both of them. Just squeeze them in somewhere.

TABLE 14.17:

Noun, Adjective, or Verb	Process	Adverb
haste	*hast¢ + ý + i + ly*	*hastily*
accident		
actual		
enthusiastic		
extraordinary		
heart		
origin		
promise		
necessary		
patriot		
success		
thought		
disappoint		
base		
use		
solemn		
satisfactory		
scientific		
surprise		
person		
sun		
occasion		
angry		
care		
steady		
uneasy		
logic		
immediate		
fortune		
admit		
decide		
busy		

TABLE 14.17: (continued)

Noun, Adjective, or Verb	Process	Adverb
ecstatic		
ice		
faith		

2. Now try some the other way around. Combine the elements you are given to form adverbs:

TABLE 14.18:

Elements	Adverb
muse + ic + al + ly	*musically*
in + ex + act + ly	
in + com + rect + ly	
in + stinct + ive + ly	
in + medi + ate + ly	
inter + est + ed + ly	
ordin + ary + ly	
sub + cinct + ly	
in + ex + feet + ive + ly	
un + hurry + ed + ly	
un + doubt + ed + ly	
tempor + ary + ly	

14.10 Lesson Thirty-four

Test Four

TABLE 14.19:

Words	Analysis
1.	Free stem + suffix = _____
2.	Free stem + suffix = _____
3.	Free stem + suffix = _____
4.	Bound base + suffix^1 + suffix^2 = _____
5.	Bound base + suffix^1 + suffix^2 = _____
6.	Free stem + suffix^1 + suffix^2 = _____
7.	Free stem + suffix = _____
8.	Free stem + suffix^1 + suffix^2 + suffix^3 = _____
9.	Free stem + suffix^1 + suffix^2 = _____
10.	Bound base + suffix^1 + suffix^2 + suffix^3 = ___

TABLE 14.20: Answers to Test Four

Words	Analysis
1. *agricultural*	Free stem + suffix = *agricultur̸e + al*
2. *angrily*	Free stem + suffix = *angr̸y + i + ly*
3. *enthusiastic*	Free stem + suffix = *enthusiast + ic*
4. *medical*	Bound base + suffix^1 + suffix^2 = *med + ic + al*
5. *mystical*	Bound base + suffix^1 + suffix^2 = *myst + ic + al*
6. *occasionally*	Free stem + suffix^1 + suffix^2 = *occasion + al + ly*
7. *original*	Free stem + suffix = *origin + al*
8. *patriotically*	Free stem + suffix^1 + suffix^2 + suffix^3 = *patriot + ic + al + ly*
9. *personally*	Free stem + suffix^1 + suffix^2 = *person + al + ly*
10. *technically*	Bound base + suffix^1 + suffix^2 + suffix^3 = *techn + ic + al + ly*

14.11 Lesson Thirty-five

Homophones and Near-Homophones

1. Homophones are two or more words that have different spellings and meanings but sound exactly alike, such as *bare* and *bear*. Near-homophones are two or more words that have different spellings and meanings and sound very much alike, though not exactly, such as the nouns *refuse* "garbage, rubbish" and *refuge* "haven, protection."

2. Many homophones and near-homophones involve the spellings $< s >$, <c>, <sc>, and the sounds [s] and [z], like the following twenty-four sets:

advice, advise

cell, sell

cellar, seller

cent, sent, scent

cereal, serial

cite, sight, site

conscience, conscious

cymbal, symbol

decent, descent

device, devise

discuss, discus

hiss, his

loose, lose

mussel, muscle

phase, faze

please, pleas

pries, prize

prose, pros

quarts, quartz

recent, resent

refuse, refuge

sects, sex

sic(k)s, six

vice, vise

Sort the sets into the following groups:

Homophones		Near-homophones

3. Two of the sets are homophones because of different spellings of [ks]. Write them into the following table:

4. Four of the sets are homophones partly because of different spellings of the sound [z]:

5. Nine of the sets are homophones partly because of different spellings of the sound [s]:

6. Six of the sets of near-homophones contain words with [z] spelled $<$ s $>$:

7. Two of the sets of near-homophones involve shifting the stress from the first to the second vowel:

8. One of the sets of near-homophones involves an [n] near the end of one of the words that can easily get lost:

14.12 Lesson Thirty-six

More About Homophones and Near-homophones

1. Here are the sets of homophones and near-homophones with which you worked in the previous lessons:

advice, advise

cell, sell

cellar, seller

cent, sent, scent

cereal, serial

cite, sight, site

conscience, conscious

cymbal, symbol

decent, descent

device, devise

discuss, discus

hiss, his

loose, lose

mussel, muscle

phase, faze

please, pleas

pries, prize

prose, pros

quarts, quartz

recent, resent

refuse, refuge

sects, sex

sic(k)s, six

vice, vise

2. Six of the sets contain a word that ends with one of the suffixes *-s* or *-es*. Write them into the right column below and analyze each into its stem and suffix. Then in the right column write in the other word in each of the six sets:

TABLE 14.21:

Word = Stem + suffix	Other words in the set

3. In three of the words in the "Other words" column the final <e>is insulating an $< s >$ or a <z>. Write the three below:

4. In two of the other words the letter <x>is spelling [ks]:

5. The short paragraphs below describe six of the sets. Read each description and then after it write in the words that make up that set:

i. *Cent* comes from a Latin word that means "one hundred," because there are a hundred cents in a dollar. The base *cent* occurs in other words that have the meaning "one hundred" or "one-hundredth": *century, centimeter, centennial,* and *percent. Sent* is the past tense and past participle of *send,* which also starts with $< s >$. *Scent* "aroma, smell" used to be spelled <sent>. In the 17th century people began adding the <c>, and no one is quite sure why. The three words in this set are

ii. *Cereal* "grasses and their grains used as food" comes from the name *Ceres,* who was the Roman goddess of agriculture. *Serial* analyzes to *seri + al* The base *seri* carries the root meaning "to join" and occurs in the word *series,* which also begins with $< s >$. The two words in this set are

iii. *Mussel* "a shellfish" used to be spelled just like *muscle.* The spelling with <ss>is quite recent. Both words derive from a Latin word that meant "little mouse." The connection between mice and muscles is apparently that when you flex your muscles, it looks like little mice running under your skin. The connection between mice and mussels is apparently their color and shape. The two words in this set are

iv. *Symbol* "sign, representation" analyzes to *syn + m + bol* and carries the root meaning "throw together with." *Cymbal* "a musical instrument" comes from a Greek word that meant "bowl," and a cymbal looks like a shallow bowl turned upside down. The two words in this set are

v. *Phase* "a stage of development" comes from a Latin word that meant "appearance, show" and occurs in *emphasis.* It is related to the bases in words like *phantom* and *phenomenon. Faze* "to disconcert, to cause to be disturbed" is actually a form of an old word, *feeze* "drive," which we no longer use. The two words in this set are

vi. *Sight* comes from an Old English word that meant "something seen." Both *sight* and *seen* start with $<s>$. The <gh>used to spell a sound somewhat like [j]. *Site* "location, place, position" also occurs in the word *situate*. *Cite* "to quote, honor" comes from a Latin word that meant "to set in motion, to call." It also occurs in *citation, excite, recite*, and *resuscitate*. The three words in this set are

14.13 Lesson Thirty-seven

The Suffix -

1. The suffix *-ion* is used to turn verbs into nouns. Analyze each of the following nouns into verb plus *-ion*:

TABLE 14.22:

Noun	= Verb	+ Suffix
concentration	= *concentrate*	+ *ion*
subtraction	=	+
collection	=	+
communication	=	+
perfection	=	+
infection	=	+
invention	=	+
possession	=	+
supervision	=	+
appreciation	=	+

2. Try some the other way around. Add *-ion* to each of the following verbs to turn them into nouns:

TABLE 14.23:

Verb	+ Suffix	= Noun
educate	+ *ion*	= *education*
instruct	+	=
legislate	+	=
contribute	+	=
accommodate	+	=
constitute	+	=
express	+	=
demonstrate	+	=
restrict	+	=
distribute	+	=
decorate	+	=
indicate	+	=

3. You've seen that *-ion* is very often added to free stems - namely, verbs - to turn them into nouns. It is also often added to bound stems - again to turn them into nouns. Analyze each of the following nouns into bound stem and *-ion*

TABLE 14.24:

Noun	= Bound Stem	+ Suffix
occasion	=	+

TABLE 14.24: (continued)

Noun	= Bound Stem	+ Suffix
mention	=	+
ambition	=	+
recognition	=	+
dimension	=	+
fraction	=	+
proportion	=	+
fiction	=	+
function	=	+
precaution	=	+

4. The suffix *-ion* is used to turn verbs into _____. It is also added to _____ to make nouns.

14.14 Lesson Thirty-eight

More About -

1. Sometimes *-ion* is added to a bound stem that is closely related to a verb. For instance, in *satisfaction -ion* is added to the bound stem *satisfact*. And *satisfact* is closely related to the verb *satisfy*: When you are satisfied, you feel satisfaction.

In the table below analyze each of the nouns into a bound stem plus *-ion*. Then in the Related Verb column write in the verb. To help you with the correct spelling, the related verbs are all listed here so that all you have to do is find each one and write it into its proper blank in the Related Verb column:

admit	decide	explode	permit	repeat
apprehend	describe	extend	receive	satisfy
commit	divide	introduce	recognize	suspect

TABLE 14.25:

Noun	Analysis: Bound stem + suffix	Related Verb
satisfaction	*satisfact + ion*	*satisfy*
admission		
decision		
repetition		
introduction		
extension		
description		
commission		
reception		
division		
recognition		
apprehension		
explosion		
permission		
suspicion		

2. You have seen that the suffix *-ion* is often added to verbs that end with the suffix *-ate*, as in *educate, education,* and *legislate, legislation*. Because so many nouns end in <ation>people began to use *-ation* as a single suffix for forming nouns. Often the *-ation* is added to a verb. Analyze the nouns below into verb plus *-ation*, showing any changes that occur:

TABLE 14.26:

Noun	= Verb	+ Suffix
admiration	=	+

TABLE 14.26: (continued)

Noun	= Verb	+ Suffix
civilization	=	+
determination	=	+
examination	=	+
information	=	+
limitation	=	+
observation	=	+
recommendation	=	+

3. Like *-ion, -ation* is also sometimes added to a bound stem, usually one that is closely related to a verb. Analyze each of the following nouns into a bound stem plus *-ation*. Then for each noun other than *indignation* fill in the related verb. Again, the related verbs are listed below:

acclaim	explain	reveal
apply	occupy	
exclaim	proclaim	

Noun	Analysis: Bound stem + suffix	Related Verb
acclamation		
occupation		
application		
proclamation		
revelation		
explanation		
exclamation		
indignation		

4. The double suffix *-ation* is often added to _____ and _____ to make _____.

14.15 Lesson Thirty-nine

How Do You Spell [sh]?

1. You can hear the sound [sh] at the beginning and end of the word *shush*. One of its best known spellings, not too surprisingly, is <sh>. Underline the letters that spell [sh] in the following words:

shepherdess	horseshoe	accomplished	sheriff
nourish	kinship	shocking	friendship
selfish	shrieked	aftershock	publisher
shoulder	distinguish	shudder	vanish

2. Sort the words into these two groups:

Words with [sh] spelled <sh> at the . . .

front of an element	end of an element

3. One common spelling of [sh] is _____, which usually comes at the or at the _____ of an element.

4. The following words contain two other spellings of [sh] that are not so common as <sh>. Eleven of the words contain [sh] spelled Way #1, and four words contain [sh] spelled Way #2. Underline the letters that spell [sh] in each word and then sort the words into the two different groups described below:

chivalry	chaperon	schlemiel
crochet	schwa	machine
schnook	champagne	chauffeur
parachute	mustache	pistachio
chagrin	schlock	nonchalant

5.

Words with [sh] spelled . . .

Way #1		Way #2

6. Three ways to spell [sh] are _____, _____, and _____.

14.16 Lesson Forty

Very Often [sh] is Spelled <t>

1. Although we usually think of <sh>as the way [sh] is spelled, actually it is most often spelled <t>. You can see and hear [sh] spelled <t>in the middle of the word *nation*.

In some of the following words [sh] is spelled <t>; in some it is spelled differently. Underline the letters that are spelling [sh] in each word:

educational	presidential	prescription	accommodation
impatience	initial	repetition	fraction
indication	possession	inventions	dimension
expression	quotation	exclamation	affectionately
missionaries	extension	subtraction	deletion

2. Sort the words into these two groups:

Words in which [sh] . . .

is spelled <t>		is not spelled <t>

3. The <t>spelling of [sh] is very common, but it only occurs in a certain place in a word. Here are a number of words that contain <t>. Sometimes the <t>spells [sh]; sometimes it does not. In the column labeled '<t>spells' write out the sound that <t>spells in each word, as we have done with *judgement* and *partial*:

TABLE 14.27:

Words	<t>spells	Words	<t>spells	Words	<t>spells
judgement	*[t]*	mustache		association	
partial	*[sh]*	conventional		technical	

TABLE 14.27: (continued)

Words	<t>spells	Words	<t>spells	Words	<t>spells
affection		initial		proportion	
traffic		nonchalant		examination	
nation		extension		reception	
impatience		incorrect		deletion	
educated		education		appreciation	

4. Sort the words from question #3 into this matrix:

Words in which <t> . . .

	spells [sh]	does not spell [sh]
Words with the <t> at the front or the end		
Words with <t> in the middle		

5. In the words in his matrix does the letter <t>ever spell the sound [sh] at the front or the at the end of a word? _____

6. Whenever <t>spells [sh], where is it in the word? _____

7. The letter <t>**never** spells [sh] at the beginning or end of a word. It only spells [sh] somewhere in the middle. In fact, <t>only spells [sh] right at the boundary between the stem and a suffix, **always.**

14.17 Lesson Forty-one

Where and When [sh] is Spelled <t>

1. Is [sh] ever spelled <t>at the beginning of a word? _____. Is [sh] ever spelled <t>at the end of a word? _____

2. Here are some words in which [sh] is spelled <t>. In each word mark the two letters following the <t>that spells [sh], either 'v' or 'c' for vowel or consonant, as we have done with *ambition*:

ambition	partial	contribution	indignation
vv			
association	quotient	repetition	constitution
conventions	proportion	affectionately	restrictions
fractions	subtraction	prescription	quotation
deletion	impatience	reception	immigration

3. You should have found that in every word there was always the same pattern following the <t>. Was it CC, CV, VV, or VC? _____

4. Whenever <t>spells [sh] it is always followed by two vowels. The vowel right after the <t>is always the same one. What is it? _____

5. Whenever [sh] is spelled <t>, the <t>is always followed by two vowels, and the first of the two vowels is always an $< i >$. That pattern explains why <t>spells [t] in the first word in each of the following pairs but it spells [sh] in the second word:

TABLE 14.28:

<t>spells [t]	<t>spells [sh]
native	nátion
receptive	reception
parting	partial
deleted	deletion
immigrated	immigration
fractal	fraction
affecting	affection

6. In the words in the right column above is the <t>always followed by an $< i >$ and another vowel? _____. In the words in the left column is the <t>ever followed by an $< i >$ and another vowel? _____

7. In the right column what sound does <t>spell? _____. In the left column what sound does <t>spell? _____

8. In each of the words in the right column, mark the vowel that has heavy stress, as we have done with *nation*. Does the $< i >$ and the next vowel after the <t>that spells [sh] ever have heavy stress on it? _____

When [sh] is spelled <t>, the two vowels after the <t>will **always** be unstressed.

9. In each of the following words [sh] is spelled <t>and each one ends with the suffix *-ion*. Analyze each word into its stem and *-ion*, showing any changes that occurred when the stem and suffix combined. Most of the stems are free, but one is bound. Be sure to show any final <e>deletions:

TABLE 14.29:

Word	= Stem + Suffix - *ion*
legislation	= *legislat̸e̸ + ion*
indication	=
calculation	=
restriction	=
contribution	=
appreciation	=
precaution	=

14.18 Lesson Forty-two

More Spellings of [sh]: <c>, <sc>, <ss>, and

1. Underline the letters that spell [sh] in the following words:

expression	official	dimension	conscience
social	suspicious	succession	missionary
consciously	financial	electrician	possession
racial	intermission	apprehension	specially
extension	suspension	sufficiently	mansion

2. Sort the words into these four groups:

Words with [sh] spelled . . .

<c>	<s>	<ss>	<sc>

3. Look carefully at your four groups of words and answer the following questions:

a. When [sh] is spelled < s >, <c>, <sc>, or <ss>, are the next two letters always vowels or consonants or what? _____

b. What letter always comes right after the < s >, <c>, <sc>, or <ss>? _____

c. Do the vowels after the < s >, <c>, <sc>, or <ss>have weak stress or heavy stress? _____

4. There is one more spelling of [sh]. Underline the letters that spell [sh] in these words:

sugar	assured	insurance
fissure	pressure	issue
tissue	censure	sure

In these words (and pretty much these words only) [sh] is spelled < s > or <ss>with no < i > or second vowel following.

a. In these words what letter always comes after the < s > or <ss>? _____

b. What letter almost always comes after that one? _____

5. In each of the following pairs of words the <t>, <c>, < s >, <ss>, and <sc>sometimes spell [sh] and sometimes do not. Be ready to discuss why they do not spell [sh] in those words in which they do not:

social	society
prediction	predicting
finances	financial
official	office
completion	complete
conscience	science
physician	physical
recess	recession
description	descriptive
patent	patient
partial	part

6. Eight ways of spelling [sh] are _____, _____, _____, _____, _____, _____, _____, and _____.

7. Those spellings of [sh] that are **always** followed by an unstressed < i > and another unstressed vowel are _____, _____, _____, _____, and _____.

14.19 Lesson Forty-three

Test Five

TABLE 14.30:

Words	Analysis
1.	[ī] = _____ [t] = _____ Verb + suffix = _____
2.	[sh] = _____ Prefix + free stem = _____
3.	[sh] = _____ Prefix + bound base + suffix = _____
4.	[sh] = _____ [ks] = _____ [t] = _____
5.	[sh] = _____ Bound base + suffix = _____
6.	[sh] = _____ Prefix + free stem + suffix = _____
7.	Prefix + bound base + suffix^1 + suffix^2 = _____
8.	[sh] = _____
9.	[sh] = _____ Free stem + suffix = _____
10.	[sh] = _____ Free stem + suffix = _____

TABLE 14.31: Answers to Test Five

Words	Analysis
1. *sighted*	[ī] = <u>< i ></u> [t] = <ght>Verb + suffix = ⟨si̶ght + ed⟩
2. *conscience*	[sh] = <sc>Prefix + free stem = ⟨co̶m + n + science⟩
3. *exclamation*	[sh] = <t>Prefix + bound base + suffix = ⟨ ex + clam + ation⟩
4. *extension*	[sh] = <u>< s ></u> [ks] = <u><x></u> [t] = <u><t></u>
5. *fraction*	[sh] = <u><t></u> Bound base + suffix = ⟨fract + ion⟩
6. *immigration*	[sh] = <u><t></u> Prefix + free stem + suffix = ⟨i̶n + m + mi̶grate̸ + ion⟩
7. *impatiently*	Prefix + bound base + suffix^1 + suffix^2 = ⟨i̶n + m + pati + ent + ly⟩
8. *intial*	[sh] = <u><t></u>
9. *possession*	[sh] = <u><ss></u> Free stem + suffix = ⟨possess + ion⟩
10. *publisher*	[sh] = <u><sh></u> Free stem + suffix = ⟨publish + er⟩

14.20 Lesson Forty-four

Review of [k]

1. Each of the following words contains at least one [k] sound. Underline the letters that spell [k] in each word:

kinship	ecstatically	accommodation	acquittal
consciously	antique	acquired	technician
o'clock	sketchily	consequence	liquid
occurred	chemical	picturesque	collection
acquaintance	quickly	ankle	uniquely
architect	calculator	panicked	physique
consequential	donkey	accomplishment	rhythmically
recognized	stomach	occupational	provoking

2. Sort the thirty-two words into the following groups. You should have found eight different spellings of [k]. We have written one of those spellings at the head of one of the columns in the table below. You are to write those spellings at the top of the columns. Some words go into more than one group. When you are finished, several of the blanks will be empty:

Words with [k] spelled . . .

<k>			

Words with [k] spelled . . .

3. Analyze the following words to show the reason for the spelling of [k] in each:

TABLE 14.32:

Word	= Analysis
occurred	=
acquired	=
panicked	=
accommodation	=
picnicking	=
acquittal	=

4. What sounds does <x>spell in each of the following words?

TABLE 14.33:

Word	<x>spells
expression	
complexity	
sixteen	
excitement	
exceeding	

14.21 Lesson Forty-five

Review of Suffixes

1. A suffix is _____

_____

2. Each of the following words contains one or more suffixes. Sort them into the groups. Some words will go into more than one group:

provokingly	consequently	expression	sketchily
occurrence	usual	rhythmically	profession
collection	acquaintance	racial	recognizance
chemical	fictional	eventual	ecstatically
acquittal	consequence	defiance	two-dimensional

Words with the suffix . . .

-al	-ance	-ence	-ial

Words with the suffix . . .

-ic	-ion	-ly	-ual

3. Analyze the following words into stem plus suffixes. Remember that some have more than one suffix. Be sure you show all of suffixes in your analyses, and show any changes that occur when elements are added together:

TABLE 14.34:

Word	= Stem	+ Suffix or suffixes
provokingly	= *provok∅*	+ *ing* + *ly*
occurrence	=	+
collection	=	+
rhythmically	=	+
acquittal	=	+
consequential	=	+
usual	=	+
defiance	=	+
sketchily	=	+
racial	=	+
eventual	=	+
recognizance	=	+

14.22 Lesson Forty-six

Review of [sh]

1. Underline the letters that spell [sh] in each of the following words:

kinship	assured	physician	two-dimensional
nonchalantly	schwa	expression	technician
accommodations	accomplishment	schlemiel	professional
consequential	machine	shoulder	distinguish
insurance	occupational	mustache	quotation
unconsciously	demonstration	noruish	collections
decoration	extension	constitution	racial

2. You should have found eight different spellings of [sh], one of them being <t>. Label each of the columns below with one of the spellings, as we have done with the column labeled <t>. Then sort the words into the groups. Some words go into more than one group. Again, when you finish, several blanks will still be empty:

Words with [sh] spelled . . .

<t>			

Words with [sh] spelled . . .

3. How is [sh] spelled in the word *complexion?* _____

_____

4. Where does the <sh>spelling of [sh] usually come in elements? _____

_____

5. Where does the <t>spelling of [sh] come in words? _____

_____

_____

14.23 Lesson Forty-seven

More Homophones

1. **Principle, principal**. The noun *principle* means "a general law, rule, or truth." The adjective *principal* means "main, most important"; the noun *principal* means "a chief or head, the director of a school; a sum of money." The base *princip* in each word carries the root meaning "prince" and comes from two earlier elements meaning "first taker." The <le>in *principle* comes from Old French.

Principal analyzes to *princip* + *al*, the *-al* being the suffix that forms adjectives from nouns and bound stems, as in *universal* and *liberal*. It may help sort these two out to remember the sentence, "Our princi **pal** is my **pal**."

Cross out the incorrect form:

a. The (principal, principle) of our school is over six feet tall.

b. Drinking and dancing are against her personal (principals, principles).

c. The (principal, principle) partner in their law firm is a man of high (principals,principles).

2. **Capital, capitol**. The adjective *capital* means much the same as the adjective *principal*, "main, most important." It also refers to money and financing. The noun *capital* refers to the city in which a state or national government is located. It also refers to money and financing and to uppercase letters. *Capital* analyzes to *capit* + *al*, *capitol* analyzes to *capit* + *ol*. In each case, the base *capit* means "head, money", as in *decapitate*, "to remove one's head." and *capitalist* "one who invests capital in business."

Capitol is not used as an adjective, and as a capitalized noun it refers to the building in Washington D.C. where Congress meets. It also is used in lowercase to refer to similar buildings in state capitals. Remember that *capital* is a city, *capitol* is a building. It may help to sort these two out to remember the sentence, "There is a dome on the capitol, and there's an **<o>** in d **o**me and capit **o**l."

a. The (capital, capitol) of Washington state is Olympia.

b. The (Capital, Capitol) of the United States is in Washington D.C, which is the nation's (capital, capitol).

c. He invested his (capital, capitol) is stocks and bonds.

3. **Desert (*v* .)**, **desert (*n* .)**, **dessert (*n* .)** The verb *desert* "to abandon" and the noun *dessert* "the final course of a meal" are homophones. The verb *desert* and the noun *desert* "a barren place" are homographs. Their pronunciations differ only in which vowel has stress: As usual, the noun has stress on the first vowel, the verb has stress on the second. Both *deserts* analyze to the prefix *de-* "removal, separation" plus the base *sert* "attach, join, discuss." The base *sert* also occurs in *insert* and *exert*.

Dessert analyzes to the French prefix *des-* "removal" and a different *sert*, this one meaning "serve". Desserts are called desserts because they were the last course, marking the removal of the meal service. Some people keep *dessert* distinct from *desert* with the saying, "We had strawberry shortcake for dessert": two < s >'s in "strawberry shortcake," two < s >'s in *dessert*.

a. He was afraid they were going to (desert, dessert) him.

b. They had ice cream for (desert, dessert).

c. The (desert, dessert) of Arizona is very hot during the day but it can be quite chilly at night.

4. **Council, counsel**. The noun *council* means "meeting, assembly." The noun *counsel* means "advice, consultation"; it also is used to refer to one's lawyer in a trial. As a verb *counsel* means "to offer advice, to consult with." *Council* analyzes to the French prefix *coun-*, which is a form of our prefix *com-* "With, together," plus the base *cil* "call." *Cil* is a form of the base *cile* in *reconcile*.

Counsel has that same prefix *coun-* with the base *sel*, which comes from a Latin word that meant "to consult." In fact, the *sult* in *consult* the *sel* in *counsel* are closely related. Remembering that $<$ s $>$ in *consult* should help you remember the $<$ s $>$ in *counsel*.

a. The Student (Council, Counsel) deals with certain discipline problems.

b. Her (council, counsel) and advice are usually very good.

c. At his trial his (council, counsel) told him to keep his mouth shut.

5. **Compliment, complement**. The noun *compliment* means "a statement of praise or regard"; the noun *complement* means "something that completes, makes better." Both can be used as verbs. *Compliment* analyzes to *com + pli + ment*. The bound base *pli* is a form of the base in *comply*.

Complement analyzes to *com + ple + ment*, and its base *ple* carries the root meaning "fill." The base *ple* is related to the base in *complete*.

a. She was obviously pleased with the nice (complement, compliment).

b. The new couch (complements, compliments) their other living room furniture.

c. He had two (complementary, complimentary) tickets to the ball game.

14.24 Lesson Forty-eight

Test Six

TABLE 14.35:

Words	Analysis
1.	$[k]$ = _____ $[sh]$ = _____ Prefix^1 + prefix^2 + free base + suffix^1 + suffix^2 + suffix^3 = _____
2.	$[k]$ = _____ Verb + suffix = _____
3.	$[k]$ = _____ Bound base + suffix^1 + suffix^2 = _____
4.	Prefix + bound base + suffix^1 + suffix^2 = ____
5.	Prefix + free ase + suffix^1 + suffix^2 + suffix^3 __
6.	$[ks]$ = _____ Prefix + free base + suffix = _____
7.	$[sh]$ = _____ Free base + suffix^1 + suffix^2 = _____
8.	$[k]$ = _____ Prefix + bound base + suffix = _____
9.	$[r]$ = _____ Free stem + suffix = _____
10.	$[l]$ = _____ Free stem + suffix^1 + suffix^2 = _____

TABLE 14.36:

Words	Analysis
1. *accommodations*	$[k]$ = *<cc>* $[sh]$ = *<t>* Prefix^1 + prefix^2 + free base + suffix^1 + suffix^2 + suffix^3 = *ad̸ + c + com + mod̸e + at̸e + ion + s*
2. *acquittal*	$[k]$ = *<cq>* Verb + suffix = *acquit + t + al*
3. *chemical*	$[k]$ = *<ch>* Bound base + suffix^1 + suffix^2 = *chem + ic + al*
4. *collections*	Prefix + bound base + suffix^1 + suffix^2 = *com̸ + l + lect + ion + s*
5. *ecstatically*	Prefix + free base + suffix^1 + suffix^2 + suffix^3 = *ex̸ + c + stat̸e + ic + al + ly*
6. *expression*	$[ks]$ = *<x>* Prefix + free base + suffix = *ex + press + ion*
7. *racially*	$[sh]$ = *<c>* Free base + suffix^1 + suffix^2 = *rac̸e + ial + ly*
8. *recognize*	$[k]$ = *<c>* Prefix + bound base + suffix = *re + cogn + ize*
9. *rhythmic*	$[r]$ = *<rh>* Free stem + suffix = *rhythm + ic*
10. *usually*	$[l]$ = *<ll>* Free stem + suffix^1 + suffix^2 = *us̸e + ual + ly*

CHAPTER **15** **Student 08-Lesson 1-24**

Chapter Outline

15.1 Lesson One

How Do You Spell [s]?

1. You can hear the sound [s] at the beginning, in the middle, and at the end of the word *success*. In *success* [s] is spelled three different ways: $<$ s $>$, <c>, and <ss>. About 97% of time [s] is spelled one of those three ways.

Underline the letters that spell [s] in each of the following words:

scratch	immigrants	smoky	situation
asphalt	collapse	mathematics	radius
impulse	demonstrate	immense	analysis
status	schedule	scandal	distinguish
adults	dangerous	destroy	courageous
dispatch	desserts	congested	symphony
instruction	squeezed	seizure	emphasis

2. Sort the twenty-eight words into the following three groups. Some words go into more than one group:

Words with [s] . . .

at the front	in the middle	at the end

3. In all of these words [s] is spelled _____. The sound [s] is spelled this way about 75% of the time.

4. The $<$ s $>$ spelling of [s] often occurs in consonant clusters - that is, with one or more consonants before or after it. Nineteen of the words above contain [s] spelled $<$ s $>$ in a consonant cluster. List the words in the blanks below and underline the cluster that contains the $<$ s $>$ that spells [s] in it:

5. We often use a silent final <e>to insulate a single $<s>$ so that it does not come at the end of a base and look like an - *s* suffix - as in words like *lapse* and *tense* (compare the plurals *laps* and *tens*). Very few free bases end in [s] spelled with a single $<s>$. The only common ones are *this, bus, us, gas, canvas, chaos, sis, plus, yes*.

Usually when the $<s>$ spelling of [s] comes at the very end of a word without the insulating final <e>, it is either the - *s* suffix - as in verbs like *obstructs* or plural nouns like *contracts* - or it is part of a suffix like *-ous*, *-us*, or *-ics* - as in words like *courageous*, *radius*, and *mathematics*. Analyze the following words into stem plus suffix:

TABLE 15.1:

Word	= Stem	+ Suffix
instructs	=	+
courageous	=	+
mathematics	=	+
status	=	+
scandalous	=	+
adults	=	+
immigrants	=	+
dangerous	=	+
chorus	=	+
radius	=	+

15.2 Lesson Two

Sometimes [s] is Spelled <ss>

1. The sound [s] is most often spelled $< s >$, but it is often spelled <ss>. Underline the <ss>spellings of [s] in the following words. Don't worry for now about the check mark:

abyss	assimilation	forgiveness	lioness
associate✓	compress	caress	messenger
bussing	neighborliness	gassed	dangerousness
foreignness	ambassador	misscheduled	misspelling
dissatisfaction	processor	recess	dissension
venerableness	missile	fussy	plusses

2. Two of the twenty-four words above have <ss>because of the full assimilation of the prefix *ad-* when it was added to a stem that started with $< s >$. List the two below in the Words column and then analyze them into prefix plus stem and show the full assimilation. As you do them check them off the list above:

TABLE 15.2:

Words	Anlysis: Prefix + Stem
associate	*ad + s + sociate*

3. It is rare for <ss>to be due to twinning, for so few free bases end in a single $< s >$. But three of the twenty-four words above have <ss>due to twinning. List them below, analyze them to show the twinning, and cross them off of the list above:

TABLE 15.3:

Word	Anlysis: Stem + Suffix

4. Four of the twenty-four words have <ss>due to simple addition when the prefix *dis-* or *mis-* was added to a stem that started with $< s >$. List them below, analyze them to show the simple addition, and cross them off of the list above:

TABLE 15.4:

Word	Anlysis: Prefix + Stem

5. Although the sound [s] is never spelled <ss>at the beginning of words or elements, it is often spelled <ss>at the very end of words. Ten of the twenty-four words above end with <ss>. Five of them end with the same suffix. List those five below; analyze each into stem plus suffix or suffixes, and cross them of the list above:

TABLE 15.5:

Word	Analysis: Stem + Suffix(es)

6. The remaining five words that end in <ss>all have short vowels right in front of the [s] so the <ss>spelling makes a regular VCC pattern. Write those five into the table below:

7. Also, there should be five words remaining on your list of twenty-four words that contain <ss>in the middle; all five have short vowels in front of the [s]. Write the five words below and mark the VCC pattern in each one:

15.3 Lesson Three

More About [s] at the End of Words

1. The following words all end with a base that itself ends with the sound [s]. In each case [s] is spelled <ss>or it is spelled $< s >$ with an insulating final <e>. Words marked *n.* are nouns. Sort the words into the matrix:

intense	collapse	fuss	impulse
abyss	excuse(*n.*)	reverse	purchase
merchandise(*n.*)	dispense	caress	surpass
false	release	abuse(*n.*)	geese
dismiss	possess	immense	kiss

Words that end with [s] spelled . . .

	<s> with an insulating <e>	<ss>
Words that end with a base and have a stressed short vowel right in front of the final [s]		
Words that end with a base but do not have a stressed short vowel right in front of the final [s]		

2. In bases that end in an [s] sound spelled either <se>or <ss>, if there is a stressed short vowel sound right in front of the final [s], the [s] will be spelled _____. Otherwise, the [s] will be spelled _____ with an insulating _____.

3. Remember: In English we tend to avoid ending words with a single $< s >$ that comes at the end of a base. To keep the single $< s >$ from coming at the end, sometimes we double the $< s >$ (as in *fuss* or *caress*). Sometimes we add a final <e>(as in *intense* or *impulse*). In words like *intense* and *impulse* the final <e>is not marking a long vowel, or a soft <c>or a soft <g>or a voiced <th>. It is just insulating the $< s >$, keeping it from coming at the end of the base and word.

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4. There are four very common bases that end <ss>and that often come at the end of words and free stems. Two of them are free bases: *pass*, with an original meaning "step, pace"; *press,* "press, squeeze". Two of them are bound bases: *cess*, with an original meaning "go"; *miss*, with an original meaning "let go, cause to go."

Each of the following words contains one of these four bases. Analyze the words into their elements as given in the Formula column: 'P' means "Prefix," 'FB' means "Free Base," 'BB' means "Bound Base," 'S' means "Suffix":

TABLE 15.6:

Word	Formula	Analysis
impressively	$P + B + S^1 + S^2$	
submissive	$P + BB + S$	
accessed	$P + BB + S$	
surpassing	$P + FB + S$	
expressive	$P + FB + S$	
processor	$P + BB + S$	
missiles	$BB + S^1 + S^2$	
passage	$FB + S$	
excessive	$P + BB + S$	
abscessed	$P + BB + S$	
underpass	$P + FB$	
trespassing	$P + FB + S$	

15.4 Lesson Four

Another Suffix with <ss>

1. You've seen that in many words the sound [s] is spelled <ss>in the suffixes *-less* and *-ness*. Another suffix that ends <ss>is *-ess*, which adds the meaning "female, feminine" to nouns: *host* "male" + *ess* = *hostess* "female"

Today we are less anxious to distinguish between males and females in our words than people were in the past. Some people find words ending in *-ess* to be offensive, and many of the *-ess* words are falling out of use. But we still do use a number of words that contain *-ess* and thus the <ss>spelling of [s].

Analyze each of the following nouns into stem noun and suffix. Show any changes that took place when the suffix and stem combined:

TABLE 15.7:

Noun	= Stem Noun	+ Suffix
hostess	= *host*	+ *ess*
lioness	=	+
goddess	=	+
princess	=	+
countess	=	+
poetess	=	+

2. Now try some the other away around. Add the suffix *-ess* to the stem nouns to form new nouns, showing any changes:

TABLE 15.8:

Stem Noun	+ Suffix	= Noun
priest	+	=
giant	+	=
steward	+	=
shepherd	+	=
prince	+	=
god	+	=

3. Sometimes, when *-ess* is added to a male noun that ends in the suffixes *-er* or *-or*, an unusual deletion occurs: *waiter* + *ess* = *waitǿ r* + *ess* = *waitress*; *actor* + *ess* = *actǿ r* + *ess* = *actress*. In these cases when the *-ess* is added, we delete the <e>or <o>in front of the final <r>. Analyze the following words to show that change:

TABLE 15.9:

Noun	= Stem Noun	+ Suffix
waitress	= *waitǿ r*	+ *ess*
actress	= *actǿ r*	+ *ess*
tigress	=	+

TABLE 15.9: (continued)

Noun	= Stem Noun	+ Suffix
huntress	=	+
enchantress	=	+
eldress	=	+
tempter	=	+
mister	=	+

4. In the male nouns ending in *-er* or *-or* that you have worked with so far, the *-ess* was added to the male noun. Sometimes, however, the *-ess* is added to the same stem to which the *-er* or *-or* is added to form the male noun, as with the stem *sorcer* in the table below. Write out the male and female nouns in the two right hand columns and be ready to talk about any changes that too place:

TABLE 15.10:

Stem	Male Noun: Stem plus - *er* or - *or*	Female Noun: Stem plus - *ess*
sorcer	*sorcerer*	*sorceress*
murder		
govern		
adventure		
launder		

actress (8:4:2)

adventurer (8:4:2)

adventuress (8:4:2)

countess (8:4:1)

eldress (8:4:2)

enchantress (8:4:2)

giantess (8:4:1)

goddess (8:4:1)

governess (8:4:2)

governor (8:4:2)

hostess (8:4:1)

huntress (8:4:2)

laundress (8:4:2)

lioness (8:4:1)

mister (8:4:2)

murderer (8:4:2)

murderess (8:4:2)

poetess (8:4:1)

princess (8:4:1)

shepherdess (8:4:1)

sorcerer (8:4:2)

sorceress (8:4:2)

stewardess (8:4:1)

tempter (8:4:2)

tigress (8:4:2)

waitress (8:4:2)

15.5 Lesson Five

Sometimes [s] is Spelled <c>, Sometimes <sc>

1. The sound [s] is spelled $<s>$ or <ss>about eight times out of ten. The rest of the time it is usually spelled <c>.

The letter <c>spells the sound [s] only when it is followed by the letters _____, _____, or _____ . When the letter <c>spells the sound [s], it is called _____.

2. Whenever <c>spells [s], there will be an <e>, $<i>$, or <y>following it. But the problem is that often [s] is spelled with an $<s>$ with an <e>, $<i>$, or <y>after it, too. Read the following pairs of words aloud and look at how [s] is spelled in each of them:

sell	cell
sent	cent
serial	cereal
site	cite
symbol	cymbal

Words like the ones in each of these pairs are called **homophones**. *Homo-* means "same," and phone means "sound." Homophones are two or more words that have the same sound but different meanings and spellings. Can you think of a third homophone for *sent* and *cent* and a third for *site* and *cite*?

3. Underline the letters that spell [s] is each of the following words:

perceive	certainty	emergency	reduce
icily	prejudice	deception	icy
introducing	dependence	conscience	criticism
receipt	balance	produce	ceiling
citizen	decision	secession	accelerate
advancing	juicy	assurance	piece

4. Sort the words into these three groups:

Words with <c> followed by an . . .

<e>		<i>	<y>

5. The <sc>spelling of [s] is very rare, but it does occur in a few common words. Underline all of the different spellings of [s] in the words below:

susceptible	scissors	descent	science
abscess	discipline	ascend	scenic
scent	ascertain	fascinate	scythe
scientific	condescension	discern	fluorescent

6. Now sort the sixteen words into these three groups:

Words in which <sc> is followed by an . . .

<e>		<i>	<y>

7. Four ways of spelling [s] are _____, _____, _____, and _____.

15.6 Lesson Six

Some Very Rare Spellings of [s]

1. The sound [s] is spelled < s >, <ss>, or <c>just about all of the time. Occasionally it's spelled <sc>. Even more rarely it is spelled one of the ways illustrated in the following words. Underline the letters that spell [s]:

castle	psalm	psychology	fastener
psychiatrist	listen	wrestle	moisten
answer	sword	quartz	rustler
hasten	waltz	whistle	thistle

2. You should have found four different spellings of [s]. The first spelling occurs in nine words. The second spelling occurs in three words, and the third and fourth spellings occur in two words each. Label the four groups below and sort the words into them:

Words with [s] spelled . . .

3. In words like *castle* and *fasten*, where there is an <le>or an <en>right after the <st>, the <t>is not pronounced. It was pronounced a long time ago, but not anymore. Notice that we still pronounce the [t] in some words, like *consistent* or *restless* - though you can feel how hard it is to keep it in a word like *restless*. It is the loss of that earlier [t] that leads to the rare <st>spelling of [s].

The <ps>in *psalm*, *psychology*, and *psychiatrist* comes from the Greek letter psi,Ψ, pronounced [sī]. When Greek words were taken into Latin and English, psi was represented by <ps>. The < p > was pronounced long ago, but gradually it came not to be, which leads to the rare <ps>spelling of [s].

The <w>is not pronounced in *answer* because the [w] sound tends to drop out when it is weakly stressed and is followed by [r]. Notice that there is also no [w] in *conquer*, with a following [r], but there is one in *conquest*, with no following [r]. The same pattern holds in *liquor* and *liquid*. *Answer* is related to the word *swear*, in which the <w>is pronounced, because *swear* is usually stressed. Remembering the relationship with *swear* can help you remember to put the <w>in *answer*.

The <w>is not pronounced in *sword* because [w] is sometimes lost in front of certain vowel sounds. This is the same thing that led to our dropping the [w] sound in *two*.

The [s] in words like *waltz* and *quartz* comes from German. In German <z>is pronounced [ts]. So in these words [s] is spelled <z>.

answer (8:6:1)

castle (8:6:1)

fastener (8:6:1)

hasten (8:6:1)

listen (8:6:1)

moisten (8:6:1)

psalm (8:6:1)

psychiatrist (8:6:1)

psychology (8:6:1)

quartz (8:6:1)

rustler (8:6:1)

sword (8:6:1)

thistle (8:6:1)

waltz (8:6:1)

whistle (8:6:1)

wrestle (8:6:1)

15.7 Lesson Seven

Some Homophones and Near Homophones with [s]

1. **Ceiling** and **sealing.** *Ceiling* "the overhead surface of a room" is an instance of the $< i >$-before-<e>rule: It's $< i >$ before <e>except after <c>. *Ceiling* comes from the Latin word *caelum*, which meant "sky" and is the source of our word *celestial* "pertaining to the sky." Notice that *ceiling* and *celestial* both have <ce>.

Sealing analyzes to *seal+ing. Seal* originally meant a mark, often a wax impression, that guaranteed something as genuine. *Seal* is a simplification of the Latin noun *sigillum*, which in turn came from *signum* "a distinguishing mark or sign." Thus, *seal* is related to many, many words that all contain $< s >$, including *sign, signature, signal, design, insignia*, and so on.

2. **Conscious** and **conscience** . *Conscious* and *conscience* are not quite homophones, but they are close enough in sound that it can be easy to confuse one with the other. The adjective *conscious* means "aware, either of one's surrounding or of one's own existence." The noun *conscience* refers to that inner sense of what is right or wrong and the sense of guilt and concern we can get when we know that we have done something wrong. *Conscious* analyzes to *con̸ + n + sci + ous* and contains the adjective-making suffix *-ous*. *Conscience* analyzes to *con̸ + n + sci + ence* and contains the noun-making suffix *-ence*.

Conscience is related to *conscientious*: A conscientious person usually has a strong conscience. And in *conscientious* the stress is on the syllable with the <e>, so you can hear the [e] sound. Remember the link between *conscience* and *conscientious,* and you can remember the <e>in the *-ence* suffix in *conscience*. So the [s] at the end of the suffix *-ence* in *conscience* is spelled <c>with a silent final <e>to mark it as soft; the [s] at the end of the suffix *-ous* in *conscious* is spelled $< s >$.

3. **Presence** and **presents**. *Presence* and *presents* are like a number of other pairs such as *patience* and *patients*, and *residence* and *residents*. *Presence (pre+sence)* is a singular noun that means the state or action of being at a place, the opposite of *absence*. *Presents(pre+sent+s)* is a plural noun that means "gifts"; it can also be used as a verb, as in "He presents the awards every year." Usually when a <t>comes between [n] and [s], the <t>does not get pronounced. That is why words like *scents, cents,* and *sense* are homophones. A similar set of homophones are the adjective *intense* and the plural noun *intents*, which occasionally get confused when people who mean "intents and purposes" write "intense and purposes."

About all you can do is remember that *presents, patients, residents,* and *intents* are plural nouns with the *-s* plural suffix.

4. In each of the following sentences cross out the incorrect word and write the correct one into the blank:

1. (ceiling, sealing). They are _____ the packages now.

2. (patience, patients) The nurse told the doctor there were still three _____ in the waiting room.

3. (conscious, conscience) He was not _____ of the man behind him.

4. (presence, presents) She received many _____ for Christmas.

5. (residence, residents) Their _____ is just down the street.

6. (ceiling, sealing) The _____ of his room is so low that Merv has to duck his head when he goes in there.

7. (conscious, conscience) After the party at their house, he seemed like he had a guilty _____.

8. (patience, patients) Chess is a game that requires a lot of concentration and _____.

9. (residence, residents) The _____ of the condominium complained to the manager.

10. (conscious, conscience) Her _____ wouldn't let her tell that kind of lie.

15.8 Lesson Eight

Test One

TABLE 15.11:

Words	Analysis
1.	[s] = _____
2.	[s] = _____ Stem + suffix = _____
3.	[s] = ____ Verb + suffix^1 + suffix^2 = _____
4.	[s] = ____ Free base + suffix = _____
5.	[s] = ____ Free base + suffix = _____
6.	Prefix + bound base + suffix = _____
7.	[s] = _____
8.	[s] = _____ and _____ Prefix + bound base + suffix = _____
9.	[s] = _____ Bound base + suffix = _____
10.	[s] = _____ Verb + suffix = _____

TABLE 15.12: Answers to Test One

Words	Analysis
1. presence	[s] = _<c>_
2. dangerous	[s] = _< s >_ Stem + suffix = _danger+ous_
3. residents	[s] = _< s >_ Verb + suffix^1 + suffix^2 = _resid¢ + ent + s_
4. adults	[s] = _< s >_ Free base + suffix = _adult + s_
5. goddess	[s] = _<ss>_ Free base + suffix = _god + d + ess_
6. immigrant	Prefix + bound base + suffix =_i⋫ + m + migr + ant_
7. mathematics	[s] = _< s >_
8. processor	[s] = _<c>_ and _<ss>_ Prefix + bound base + suffix = _pro + cess + or_
9. radius	[s] = _< s >_ Bound base + suffix = _radi + us_
10. residence	[s] = _<c>_ Verb + suffix = _resid¢ + ence_

15.9 Lesson Nine

VCV and the Suffix -

1. Mark the two letters — 'v' for a vowel and 'c' for a consonant — after each of the vowel letters marked with a 'v' below:

committee	advisor	immensely	local
v	v	v	v
accomplish	reducing	judgement	courageous
v	v	v	v
listen	smoking	consistent	exclusive
v	v	v	v

2. Sort the words into the following matrix:

Words with the string . . .

	VCV	VCC
Words in which the first vowel in the string is long		
Words in which the first vowel in the string is short		

3. In the string VCC the vowel is usually _____. In the string VCV the first vowel is usually _____-_____.

4. Though it does say "usually," the rule that says that the first vowel in a VCV string is usually long is a very useful one. Now we are going to look at some of the reasons the VCV rule says "usually" rather than "always."

Mark the two letters —'v' for a vowel and 'c' for a consonant — after each of the vowel letters marked with a 'v' below and sort them into the matrix:

gravity	extremity	sublimity
v	v	v
grave	extreme	sublime
v	v	v
cavity	serenity	profanity
v	v	v
cave	serene	profane
v	v	v

Words with the first vowel in the VCV string . . .

	short	long
Words in which the suffix -*ity* comes right after the VCV string		
Words in which the suffix -*ity* does not come right after the VCV string		

5. When the suffix -*ity* comes right after a VCV string, the first vowel in the string will be _____.

6. **The Suffix -ity Rule.** In English the vowel right in front of the suffix -*ity* will **always** be short, even in a VCV string.

The Suffix -*ity* Rule is stronger than the rule that says that the first vowel in a VCV string will be long, and it is the reason for many of the words that have short vowels at the front of VCV strings. It also explains why there is a long $<$ a $>$ in a word like *sane* but a short $<$ a $>$ in a word like *sanity*.

accomplish (8:9:1)

advisor (8:9:1)

cave (8:9:2)

cavity (8:9:2)

committee (8:9:1)

consistent (8:9:1)

courageous (8:9:1)

exclusive (8:9:1)

extreme (8:9:2)

extremity (8:9:2)

grave (8:9:2)

gravity (8:9:2)

immensely (8:9:1)

judgement (8:9:1)

listen (8:9:1)

local (8:9:1)

profane (8:9:2)

profanity (8:9:2)

reducing (8:9:1)

serene (8:9:2)

serenity (8:9:2)

smoking (8:9:1)

sublime (8:9:2)

sublimity (8:9:2)

15.10 Lesson Ten

More Practice with -

1. **The Suffix - *ity* Rule.** The vowel right in front of the suffix *-ity* always be _____, even in VCV strings.

2. The suffix *-ity* is added to adjectives to turn them into nouns. Analyze each of the following nouns into an adjective plus *-ity* showing any changes:

TABLE 15.13:

Noun	= Adjective + Suffix
liberality	=
productivity	=
intensity	=
electricity	=
publicity	=
mentality	=
captivity	=
reality	=

3. Now try some the other way around. Combine the adjectives with *-ity* to form nouns, showing any changes:

TABLE 15.14:

Adjective	+ Suffix	= Noun
sublime	+ ity	=
productive	+ ity	=
rational	+ ity	=
serene	+ ity	=
personal	+ ity	=
grave	+ ity	=
extreme	+ ity	=
public	+ ity	=
local	+ ity	=
divine	+ ity	=

4. In Items 2 and 3 above there are sixteen different words that have have short vowels at the head of a VCV string right in front of the suffix *-ity*. List the sixteen words below:

5. The suffix -*ity* can also be added to bound stems to form nouns. Analyze each of the following nouns into bound stem plus suffix. They all combine by simple addition:

TABLE 15.15:

Noun	= Bound stem + - *ity*
dignity	= *dign + ity*
humility	=
ability	=
eternity	=
quantity	=
quality	=
charity	=
sanctity	=
necessity	=
capacity	=
velocity	=
celebrity	=

6. Six of the twelve words in 5 have short vowels at the head of a VCV string that is right in front of the suffix -ity. List the six below:

☞ !!! ☜

Word Blocks. Sort the words in the blocks of the pyramids into the two rows of blocks under each pyramid and you will make two words: The first word will be an adjective. The second word will be a noun made of the first word plus the suffix -*ity*. When you add the suffix -*ity* in the second word, the stress will shift to the vowel right in front of the suffix. Mark the stress in each word you make:

1.
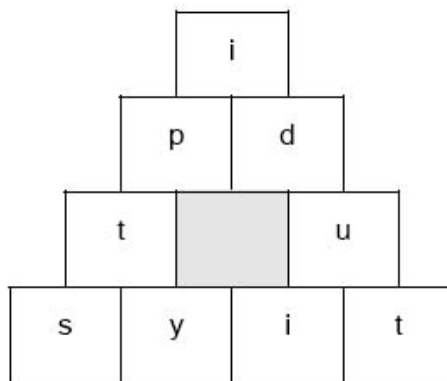
Word One: Adjective that means "slow to learn; not intelligent":

Word Two: Adjective + *ity* = Noun that means "the condition of being slow to learn and not intelligent":

2.
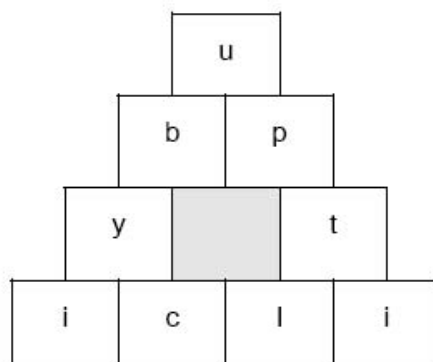
Word One: Adjective meaning "known by all or most people; open":

Word Two: Adjective + *ity* = Noun meaning "information that brings something to the attention of many people":

15.11 Lesson Eleven

VCV and the Third Vowel Rule

1. You have seen that the rule that calls for a long vowel in a VCV string can be overruled by the rule that calls for a short vowel in front of the suffix -*ity*. The Suffix -*ity* Rule is part of a larger rule that explains why many other words have VCV strings with short head vowels. Notice that in a word like *sanity* the short 'a' is the third vowel sound from the end of the word:

<div align="center">

sanity

↑ ↑ ↑

3 2 1

</div>

There is a very strong tendency for the third vowel sound from the end of a word to be short if it is stressed, even if it is the head vowel in a VCV string.

2. Notice the length of the vowels spelled by the letters in bold type in the pairs of words below:

n**a**tion	n**a**tional
comp**e**te	comp**e**titor
cr**i**me	cr**i**minal
n**a**ture	n**a**tural
r**a**tion	r**a**tional
gr**a**de	gr**a**dual
r**i**te	r**i**tual
s**o**lo	s**o**litude
supr**e**me	supr**e**macy
n**a**vy	n**a**vigate
l**e**gal	l**e**gacy

The two words in each of the pairs are closely related. In most cases the word on the right is formed from the word on the left, by adding one or more suffixes. In other cases both words have the same stem. But you should hear a difference in how the vowels in bold letters are pronounced. In each pair one vowel will be long, one will be short. Fill in the blanks:

a. In the left-hand column how many of the vowels in bold letters spell the third vowel sound from the end of the word? _____

b. In the right-hand column how many of the vowels in bold letters spell the third vowel sound from the end of the word? _____

c. Are the vowels in bold letters in the left-hand column long, or are they short? _____

d. Are the vowels in bold letters in the right-hand column long, or are they short? _____

e. Are the vowels in bold letters in the left-hand column the first vowels in VCV strings? _____

f. Are the vowels in bold letters in the right-hand column the first vowels in VCV strings? _____

g. Are the vowels in bold letters in the left column stressed? _____.

h. Are the vowels in bold letters in the right column stressed? _____.

3. **Third Vowel Rule.** The third vowel sound from the end of a word will often be _____ if it is _____-_____, even if it is the first vowel in a _____ string.

4. Each of the following words contains a vowel that is an example of the Third Vowel Rule at work. Underline the vowels that are examples of the rule and be ready to discuss why they are and the others are not:

| legacy | positive | hesitate | assimilate |
| citizen | accelerate | analysis | criticize |

15.12 Lesson Twelve

More Practice with the Third Vowel Rule

1. **The Third Vowel Rule.** The third vowel sound from the end of a word will often be _____ if it is _____, even if it is the first vowel in a _____ string.

2. In sixteen of the words below the vowel in bold type is covered by the Third Vowel Rule. In the other eight words the vowel in bold type is not covered by the Third Vowel Rule — sometimes because it is not stressed, sometimes because it is not the third vowel sound from the end of the word. In each word put an accent mark over the vowel that has stress on it, and put a '3' under the vowel letter that spells the third vowel sound from the end of the word. If a word does not have three vowels sounds, do not put a number under it. We have given you a start with *xerography* and *committees*:

xer**ó**graphy 3	r**e**medy	acc**o**mplish	c**a**lculate
comm**Ã**ttees 3	**e**nergy	pr**e**sident	sc**i**ssors
s**o**lvable	h**e**sitate	t**e**lephone	v**e**nerate
person**a**lity	s**y**mphony	**e**xcessive	s**a**tisfy
alt**e**rnate	**o**bjective	d**e**finite	t**o**lerate
amb**a**ssador	**e**lephant	aff**e**ction	m**i**grant

3. Sort the words into the two groups described below. Remember that for one of these vowels to be covered by the Third Vowel Rule, it must have an accent mark over it and a '3' under it. In the Reason column show why the vowels in bold type in the eight words are not covered by the rule: Put "No stress" if they are not stressed or "Not #3" if they are not spelling the third vowel sound from the end of the word:

Words in which the vowel in bold type . . .

is covered by the Third Vowel Rule		is not covered by the Third Vowel Rule	Reason
xerography		*committees*	*No stress*

4. In the sixteen words in which the vowel in bold type is covered by the Third Vowel Rule, eleven of the bold vowels are the first vowel in a VCV string; five are in a VCC string. Sort the sixteen words into these two groups:

Words in which the vowel in bold type is . . .

the first vowel in a VCV string		in a VCC string

5. Are the vowels in the VCV strings in the eleven words long or short? _____

Why? _____

_____

15.13 Lesson Thirteen

VCV and Words like

1. You have worked with two rules that explain two of the reasons that many VCV strings have short head vowels:

The Third Vowel Rule. The third vowel sound from the end of a word will often be _____ if it is _____, even if it is the first vowel in a _____ string.

The Suffix - *ity* Rule. The vowel right in front of the suffix *-ity* will be _____ even if it is the first vowel in a VCV string.

2. There is a third rule that causes many other VCV strings to have short head vowels. Look at and say the word *lemon*: It has the VCV string <emo>in the middle, but the <e>is short. There is no suffix *-ity* and the <e>is not in the third syllable from the end:

<div align="center">

lémon

VCV

</div>

So why is the <e>short in *lemon*, instead of being long, as it is in a word like *demon*?

The brief answer to that question is that *lemon* was borrowed from French, and many of our words from French have that same pattern. *Demon*, on the other hand, has a long <e>at the head of its VCV string because *demon* was borrowed from Latin, not from French.

Six of the following twelve words were borrowed from French and have short vowels at the head of VCV strings. None of the other six were borrowed from French; all have long vowels at the head of VCV strings. Mark all twelve words to show the VCV string as we have done with *lemon*:

lemon	model	scholar	river
vcv			
demon	yodel	molar	precious
driver	specious	navel	gravel

3. Sort the twelve words into the following two groups:

Words with a VCV string with a . . .

long vowel		short vowel	

4. Starting with the first vowel in each word mark the VCV string. Then sort the words into the two groups described below:

specious	chorus	legend	local
balance	precious	agent	statue
yodel	spinach	value	dozen
legal	ratio	present	recent
lemon	moment	closet	molar
schedule	stomach	focus	lizard

Words with a VCV string with a . . .

long head vowel		short head vowel	

5. Since so many words like *lemon* that have two vowel sounds and were borrowed from French have a short vowel in a VCV string, we will call this the **French Lemon Rule:**

Words that have _____ vowel sounds and were borrowed from _____ will have a _____ first vowel, even in a _____ string.

15.14 Lesson Fourteen

VCV Summarized

1. The rule that says that the head vowel in a VCV string will normally be long is very useful. But you have seen that it is complicated by three smaller rules that can overrule it:

The Suffix - *ity* Rule. The vowel right in front of the suffix -*ity* will always be _____, whatever kind of string it is in.

The Third Vowel Rule. The third vowel sound from the end of a word will often be _____ if it is _____ , even if it is the first vowel in a _____ string.

The French Lemon Rule: Words that have _____ vowel sounds and were borrowed from _____ will have a _____ first vowel, even in a _____ string.

2. Mark the VCV strings in the following words, starting with the vowel in bold type in each one:

adv**i**sor	**a**gent	le**g**end	**na**ture	simpl**i**city
cl**o**set	n**a**vel	m**o**lar	qu**a**lity	s**o**litude
excl**u**sive	comp**e**titor	l**e**gal	r**e**cent	s**o**lo
extr**e**mely	cour**a**geous	l**o**cal	r**i**tual	m**o**ment
publ**i**city	electr**i**city	r**a**tion	ser**e**ne	st**o**mach
f**o**cus	cr**i**minal	r**a**tio	sch**e**dule	y**o**del

3. Sort the words into these two groups:

Words in which the first vowel in the VCV string is . . .

long		short	

4. Now sort the twelve words with short vowels into the following three groups:

TABLE 15.16: Words in which the short vowel is due to the . . .

Suffix - *ity* Rule	Third Vowel Rule	French Lemon Rule

5. The following sentence summarizes the three rules that can lead to short vowels in VCV strings: In a VCV string the first vowel will usually be _____, but the third syllable from the end of a word will often be _____ if it is _____, even if it is the first vowel in a VCV string; and the vowel right in front of the suffix _____-_____ will be _____ even if it is the first vowel in a VCV string; and many words that were borrowed from _____ will have short vowels in a VCV string.

15.15 Lesson Fifteen

Test Two

Each word is an instance of one of the three rules you've just studied. For each word, put a check in the proper column to indicate of which rule it is an instance:

TABLE 15.17:

Words	Suffix - *ity* Rule	3rd Vowel Rule	French Lemon Rule
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

TABLE 15.18: Answers to Test Two

Words	Suffix - *ity* Rule	3rd Vowel Rule	French Lemon Rule
1. *analysis*		X	
2. *balance*			X
3. *competitor*		X	
4. *legend*			X
5. *precious*			X
6. *symphony*		X	
7. *publicity*	X		
8. *schedule*			X
9. *sublimity*	X		
10. *locality*	X		

15.16 Lesson Sixteen

Review of

"It's < i > before <e>, except after <c>,

Or when spelling [ā], as in *neighbor* or *weigh.*"

1. The version of the < I > Before <E>Rule that we use is a little different from the old rhyme quoted above: There are two things different in our version:

First, it has an extra line: "Or when spelling [ī] at the beginning or middle of an element."

And second, it applies only to cases where the < i > and <e>are in the same element in the word.

Our version doesn't rhyme so well, but it is more reliable:

< I > **Before <E>Rule.** Within a single element, it's < i > before <e>, except after <c>, Or when spelling [ā], as in *neighbor* or *weigh*, Or when spelling [ī] that is at the element's beginning or mid.

Spellings that follow this rule are called **instances** of the rule, and spellings that do not follow it are called **holdouts**. To be an instance a spelling involving < i > and <e>within a single element must be one of the following:

   a. <cei>, or
   b. <ei>spelling the long < a > sound, [ā], or
   c. <ei>spelling the long < i > sound, [ī], at the front or the middle (but not at the end) of an element, or
   d. <ie>everywhere else.

On the other hand, to be a holdout a spelling must be either

   a. a <cie>, or
   b. an <ei>not in a <cei>and not spelling [ā] and not spelling [ī] at the beginning or middle of an element.

2. The following forty words contain twenty-eight instances of the rule and twelve holdouts. Sort them into the five groups indicated below:

achieved	eiderdown	hygiene	receive
eight	reign	sovereign	priest
believe	feisty	kaleidoscope	relieve
ceiling	financier	leisure	surfeit
conceive	foreign	lie	vein
forfeit	neighbor	seismic	tie
counterfeit	grief	friendship	seize
deceit	heifer	piece	shriek
die	receipt	poltergeist	schlemiel
protein	sleight	weird	weir

Words that contain instances of the rule with . . .

<ie>	<cei>	<ei> spelling [ā]	<ei> spelling [ī]

Words that have holdouts to the rule:

3. The following words at first sight may seem like holdouts to the rule. Analyze each word into its elements as indicated in the formula: 'P' = Prefix, 'BB' = Bound Base, 'FB' = Free Base, and 'S' = Suffix. We've given you a start here and there:

TABLE 15.19:

Word	Formula	Analysis
ancient	BB+S	*anci +*
herein	FB+FB	
conscience	P+BB+S	
iciest	FB+S+S	
obedient	BB+S	*+ edi +*
science	BB+S	
society	BB+S	*+ ety*
experience	P+BB+S	
efficiency	P+BB+S	*+ fic + i +*
patience	BB+S	

You should have found that in each of these words there is an element boundary between the $<i>$ and the <e>. Since the $<I>$ Before <E> Rule only applies to spellings where the $<i>$ and <e> are in the same element, words like these are not holdouts.

15.17 Lesson Seventeen

The Set of Bound Bases

1. The bound bases *ceive* and *cept* both come from the Latin verb, *capere*, which meant "to take." The meaning they add to words today is usually not too clear, but they usually add a meaning like "take." For instance, the *ad-* in *accept* means "to, toward," and when you accept something you take it to yourself.

Notice how *ceive* and *cept* work together in these sentences:

When you re **ceive** something, it's a re **cept**ion.

When you de **ceive** someone, it's a de **cept**ion.

Bases that work together in this way are called a **set**. A **set** consists of two or more elements that work together as a team. They are related etymologically and they are usually more or less similar in spelling and meaning.

Sort the following words into the matrix below:

conceive	preconception	reception	exception
concept	acceptance	contraceptive	perception
receive	deceive	deception	receptor
receptacle	conception	susceptibility	perceive

	Nouns	Verbs
Words with *ceive*		
Words with *cept*		

2. Fill in with either *ceive* or *cept*. Usually when we want a verb, we use _____, and when we want a noun, we use _____.

Three holdouts to this conclusion are the verbs *accept*, *except*, and *intercept*. We do not have the verbs **acceive*, **exceive*, or **Interceive* and apparently never have had.

3. We can use *ceive* and *cept* to form adjectives and adverbs. Analyze the following adjectives into prefixes, bases, and suffixes:

TABLE 15.20:

Adjective	= Analysis
exceptional	=
inconceivable	=
perceptible	=
unacceptable	=
conceptual	=
deceptive	=
unexceptionable	=
imperceptible	=
receptively	=
receivable	=
susceptible	=
unaccepting	=

4. $<$ **I** $>$ **Before <E>Rule**: If the $<i>$ and the <e>are in the same _____, it's $<i>$ before <e>, except

    a. after _____, or
    b. when spelling _____, as in *neighbor* or _____, or
    c. when spelling _____ that is at the element's beginning or _____.

In *ceive* the spelling is <e>before $<i>$ after <c>, just as the $<$ I $>$ Before <E>Rule says.

Most of the time when you are faced with a <cei>spelling, it will be in a word with the base *ceive*.

15.18 Lesson Eighteen

The Set of Bases

1. In the set *duce, duct,* the base *duce* is bound; the base *duct* is free. We do not have a word spelled <duce>, but we do have the word *duct*.

Duce and *duct* are members of a set and work together in verbs and nouns the way *ceive* and *cept* do:

When you re **duce** something, it's called a re **duct**ion.

When you intro **duce** someone, it's called an intro **duct**ion.

Though it can be hard to see at times, *duce* and *duct* add a meaning like "lead, direct" to words: In *introduce* the prefix *intro-* means "into, inward," and when you introduce someone to something, you do lead them into it. The original idea in *reduce* is one of leading back or leading down and making less.

2. Examine the following pattern and fill in the blanks:

TABLE 15.21:

Verbs	Nouns	Adjectives
deduce	deduction	deductive
induce	induction	
seduce		seductive
reduce		reductive
	reproduction	reproductive
produce		

In this array verbs take the base _____. Nouns and adjectives take the base _____.

2. As you might expect that pattern, though strong and useful, is more complicated than it is in that array. Combine the following prefixes, bases, and suffixes to form words, showing any changes that take place when the elements combine. In the Part of Speech column show whether each word is a noun, verb, adjective, or adverb:

TABLE 15.22:

Elements	Word	Part of Speech
com + n + duct + ed	*conducted*	Verb
de + duct + ion		
pro + duct + ive		
in + duce + ment		
intro + duce + ed		
intro + duct + ion		
pro + duce + er		
pro + duct + ive + ity		
un + pro + duct + ive		
mis + com + duct		
de + duce + ible		

TABLE 15.22: (continued)

Elements	Word	Part of Speech
de + duct + ible		
intro + duct + ory		
com + duct + or		
com + duce + ive		
super + com + duct + or		

15.19 Lesson Nineteen

The Set of Bases

1. *Cede* and *cess* are a set much like *ceive* and *cept*, and *duce* and *duct*:

When you con **cede** something, you make a con **cess**ion.

When the economy re **cede**s, it is a re **cess**ion.

The pattern for the bases in this set is much like those you've been working with, with one extra complication. Some of the words in this array are quite rare, but don't let that worry you; the important thing is to see the pattern:

Verbs	Nouns	Nouns
cede		cession
concede		concession
intercede		intercession
precede	precess	precession
recede	recess	recession
secede	secess	secession
succeed	success	succession
proceed	process	procession
exceed	excess	

2. In the array *succeed*, *proceed*, and *exceed* are different from the other verbs. What is the difference?_____-_____

3. In this array the verbs are formed with the bases _____ and _____, and their nouns are formed with the base _____.

Cede and *ceed* are two different forms of the same base. When two forms like cede and ceed are so much alike in sound, meaning, and spelling, the little difference in spelling can be confusing. Since *succeed*, *proceed*, and *exceed* are the only verbs that contain the *ceed* form, the easiest thing to do is to remember the three. A mnemonic sentence can help:

If you **proceed** and do not **exceed**, you will **succeed**.

And some people remember the three with the use of a little diagram based on the word *speed*:

Succeed

Proceed

Exceed

E

D

The <spe>in *speed* can help you remember the first letters of the three verbs, and the <eed>in *speed* can help you remember that these three contain the form ***ceed***.

3. Combine the following elements to form nouns, verbs, adjectives, and adverbs.

TABLE 15.23:

Elements	Word	Part of Speech
ex + ceed + ing + ly		
ex + cess + ive + ly		
re + cess + ive		
ne + cess + ary		
ante + cede + ent + s		
ad + cess + ible		
pro + ceed + ing + s		
ne + cess + ity		
se + cess + ion + ist		
ne + cess + ary + ly		

15.20 Lesson Twenty

More About

1. Although the bases *cede* and *ceed* appear in a number of words, neither is in the word *supersede*. The base in *supersede* is *sede*. *Cede* comes from a Latin word that meant "go, go back, give way"; *sede* comes from a Latin word that meant "sit." *Super-* means "above," so *supersede* means something like "to sit above, to be superior to." Remember that the base *sede* in *supersede* starts with an < s > just like *sit*.

The verb *cede*, as you've seen, has a noun partner, *cession*, which means "something that is surrendered or ceded formally to another." And *cession* has a homophone, *session*. *Session* is related to the base *sede* and means, basically, "a sitting." In fact, we still speak of a court sitting in session.

2. The verb *proceed* has another unusual thing about it: Though it fits the *proceed*, *process*, *process* pattern, when we add the suffix *-ure* to it, to make a noun, the noun is not spelled *proceedure, as we would expect it to be. Instead it is *procedure*. Think of it this way: We spell the noun *procedure* as if the verb *proceed* contained the base form *cede* rather than *ceed*.

You may find it easier to remember how to spell *procedure* if you remember that both *proceed* and *procedure* contain two <e>'s. In *proceed* the two <e>'s are side by side; in *procedure* they're spread out a bit.

3. Analyze the following words into prefixes, bases, and suffixes, showing any changes that occurred when the elements combined:

TABLE 15.24:

Word	Analysis
proceed	
proceedings	
proceeded	
procedure	
procedures	
procedural	
procedurally	
necessarily	
preceding	
recesses	
cessions	
sessions	
superseding	
abscess	
antecedents	
precedents	

15.21 Lesson Twenty-one

The Set of Bound Bases

1. In the *miss*, *mit* set there is a verb-noun pairing for the bound bases *miss* and *mit* much like others with which you've worked:

TABLE 15.25:

Verbs	Nouns
admit	admission
commit	commission
emit	emission
intermit	intermission
omit	omission
permit	permission
remit	remission
submit	submission
transmit	transmission

In this array verbs have the base _____ and nouns have the base _____.

2. *Mit* and *miss* come from a Latin verb that had the meaning "let go, cause to go, send." Those root meanings are fairly clear in most of the words in this array, if you remember the meanings of some prefixes:

$$amp; ad - \text{"to, toward"} \qquad inter - \text{"between, among"}$$
$$amp; com - \text{"with, together"} \qquad re - \text{"again, back"}$$
$$amp; ex - \text{"out, away"} \qquad trans - \text{"across"}$$

Be ready to discuss the connections you see in these words between what the prefixes and bases mean and what the words mean today.

3. Combine these elements into words, showing any changes that take place when the elements combine:

TABLE 15.26:

Elements	Word
trans + mit + er	
com + miss + ion + er	
com + miss + ar	
ad + mit + ance	
miss + ile	
com + mit + ment	
ex + miss + ion	
sub + miss + ive + ly	

TABLE 15.26: (continued)

Elements	Word
miss + ion + ary	
dis + miss + al	

4. Now try some the other way around. Analyze these words into prefixes, bases, and suffixes, showing any changes:

TABLE 15.27:

Word	Analysis
emitted	
intermissions	
admittedly	
intermittent	
permissible	
remittance	
submitted	
dismissed	
missionaries	
committees	
omitted	
remission	

15.22 Lesson Twenty-two

Test Three

TABLE 15.28:

Words	Analysis
1.	Prefix + bound base + suffix = _____
2.	Prefix + bound base + suffix = _____
3.	Prefix + bound base + suffix = _____
4.	Noun + suffix = _____
5.	Prefix + bound base + suffix = _____
6.	Prefix + bound base + suffix = _____
7.	Prefix + bound base + suffix = _____
8.	Prefix + bound base + suffix = _____
9.	Prefix + bound base + suffix = _____
10.	Prefix + bound base + suffix = _____

TABLE 15.29: Answers to Test Three

Words	Analysis
1. *conceivable*	Prefix + bound base + suffix = *con̸ + n + ceiv̸e + able*
2. *inducement*	Prefix + bound base + suffix = *in + duce + ment*
3. *exceeds*	Prefix + bound base + suffix = *ex + ceed + s*
4. *natural*	Noun + suffix = *natur̸e + al*
5. *necessary*	Prefix + bound base + suffix = *ne + cess + ary*
6. *products*	Prefix + free base + suffix = *pro + duct + s*
7. *receiver*	Prefix + bound base + suffix = *re + ceiv̸e + er*
8. *susceptible*	Prefix + bound base + suffix = *sub̸ + s + cept + ible*
9. *submission*	Prefix + bound base + suffix = *sub + miss + ion*
10. *submitting*	Prefix + bound base + suffix = *sub + mit + t + ing*

15.23 Lesson Twenty-three

How Do You Spell [z]?

1. You can hear the sound [z] at the beginning and end of the word *zebras*. Underline the letters that spell [z] in the following words. Do not underline any silent final <e>'s:

procedures	zealous	president	closet
positive	criticize	gymnasium	observe
quiz	pajamas	lizard	wisdom
dozen	abuse (*verb*)	waitresses	presents
divisible	hesitate	residence	squeeze
seized	citizen	recognize	phase

2. Sort the words into these two groups:

Words with [z] spelled <s>:

Words with [z] spelled <z>:

3. Most of the time [z] is spelled $<s>$ or <z>. It is difficult to write any clear-cut rules for telling when [z] should be $<s>$ and when it should be <z>. But here are three useful observations:

a. The $<s>$ spelling of [z] does not occur at the beginnings of words; the <z>spelling does.

b. The $<s>$ spelling is much more common than is the <z>spelling.

c. The $<s>$ spelling is most common in longer words that come from Latin because <z>was rarely used in Latin.

The Homophones *phase* and *faze*

Phase is most often used as noun that refers to a stage in a process or the various appearances that a person or thing may have, as in "He>s in his rebellious phase." It comes from the Greek word ϕάσ | ς, *phasis*, which meant

"appearance." Our word *phase* is closely related to words like *phantom*, *phenomenon*, and *emphasis*, all of which come from that same Greek *phasis* and have the same <ph>, representing the Greek letter phi, φ.

Faze is most often used as a verb that means "to disturb or upset someone," as in "His insult didn't faze her one bit." *Faze* comes from the Old English word *fēsian*, "to drive away." It is not related to any other modern words, but there is at least a spelling connection with words like *daze*, *craze*, and *amaze*, all of which deal with disturbances to the mind of one kind or another.

So remember *faze*, *craze*, *daze*, *amaze* to help with the <aze>spelling in *faze*. And remember *phase*, *phantom*, *phenomenon* to help with the <ph>spelling in *phase*.

15.24 Lesson Twenty-four

Sometimes [z] is <zz>, Sometimes <ss>

1. Underline the letters that spell [z] in the following words:

blizzard	whizzed	quizzing	grizzly
sizzle	scissors	possess	brassiere
dessert	puzzles	dizzy	possession
dissolve	fezzes	dazzle	embezzle

2. Sort the words into these two groups:

Words with [z] spelled . . .

<zz>		<ss>	

3. The sound [z] is spelled <ss> only rarely. In fact, the words above are just about all of the cases. Notice that the <ss> is always in the middle of the word.

4. The <zz> spelling of [z] is also rather rare. It is sometimes due to twinning, sometimes due to the VCC pattern, and it occurs between short vowels and <le>:

The words above in which <zz> is due to twinning are:

The words in which <zz> is between a short vowel and <le> are:

The words in which <zz> is in a VCC pattern are:

The words above in which [z] is spelled <s> are:

5. **Some Other Spellings of [z]**. In the Russian word *czar*, [z] is spelled <cz>. Another way of spelling this word is *tsar*, in which [z] is spelled <ts>. In the word *asthma* [z] is spelled <sth>. And the letter <x>at the beginning of words normally spells [z]:

xerography   xenon   xylophone   xenophobia

CHAPTER **16** **Student 08-Lesson 25-48**

Chapter Outline

16.1 Lesson Twenty-five

How Do You Spell [f]?

1. You can hear the sound [f] at the beginning and end of the word *fluff*. Underline the letters that spell [f] in the following words:

fluorescent	fastener	heifer	foreign
efficient	indifferent	certify	friendly
fascinate	notify	golf	shelf
buffalo	counterfeit	coffee	definite
feisty	profanity	waffles	iffy
scientific	defrauded	fezzes	financier

2. Sort the words into the following two groups:

Words with [f] spelled <f>:

Words with [f] spelled <ff>:

About 90% of the time [f] is spelled one of these two ways.

3. Most of the time [f] is spelled _____ or _____.

4. It is usually easy to know when to use <f> and <ff>. The <ff> is always there for good reasons. Most often it is due to assimilation or the VCC pattern, or it is between a short vowel and <le>. Less often it is due to twinning or simple addition.

With <ff> the VCC pattern rather than the VC# is usual at the end of words, as in *stiff* and *staff* rather than *stif or *staf. The only words that end with a single <f> following a short vowel are the French *chef* and *clef* and the English word *if*. So the only cases of [f] spelled <ff> due to twinning are in *iffy*, *iffier*, and *iffiest*.

In the following words, if the <ff> spelling is due to assimilation, twinning, or simple addition, analyze the word into prefix, base, and suffix to show where the <ff> spelling comes from. If the <ff> is due to the VCC pattern or is between a short vowel and <le>, just write 'VCC' or '<ffle>' in the Analysis column. Remember that VCC rather than VC# is normal for [f] at the end of the word:

TABLE 16.1:

Word	Analysis
affection	
iffy	
offering	
sheriff	
effective	
shelfful	
gruff	
buffalo	
indifferent	
efficient	
waffles	
daffodil	
suffered	
iffiest	
coffee	

16.2 Lesson Twenty-six

Five Other Ways to Spell [f]

1. Underline the letters that spell [f] in the following words:

physics	prophet	phenomenon	xerography
elephant	asphalt	xenophobia	paragraph
sphere	philosophy	telephone	photograph
phase	phantom	phrase	nephew
xylophone	emphasis	symphony	triumph

2. Sort the words into these three groups:

Words in which [f] is spelled <ph> . . .

at the front	in the middle		at the end

The <ph>spelling of [f] usually comes from the Greek letter phi, which was translated into Latin and English as <ph>. In *sapphire* [f] is spelled <pph>. *Sapphire* comes from the Greek word σάπφε | ρος, *sappheiros*, in which the first $< p >$ was the Greek letter pi, π, and the <ph>was phi, φ.

3. In a very few words [f] is spelled <gh>:

rough	laugh	trough	enough	cough	tough

Where is the <gh>in all of these words — at the front, in the middle, at the end? _____ Is the vowel in front of the <gh>long or is it short? _____. The vowel in front of the <gh>is spelled with two letters. What is the second of these letters in each word? _____

Hundreds of years ago this <gh>spelled a sound like that you hear at the end of the Scottish pronunciation of *loch* or the German pronunciation of *Bach*. In time that sound dropped out of English, but the <gh>usually stayed in the

written words. After long vowels the <gh>came to be no longer pronounced, as in *sigh* and *right*. And after short vowels spelled with a digraph ending in < u > it came to be pronounced [f], as in the six words above.

4. In the words *calf*, *behalf*, and *half* [f] is spelled <lf>. The <l>used to be pronounced [l] — as it still is in words like *golf* and *shelf* — but in time people changed the pronunciation of *calf*, *behalf*, and *half* without changing their spellings.

5. In the words *often* and *soften* [f] is spelled <ft>. The <t>used to be pronounced. You still hear some people who pronounce the <t>in *often*. In fact, some dictionaries show two pronunciations for *often*, one with and one without the [t]. But usually the <ft>just spells [f].

6. Usually the sound [f] is spelled _____ or _____. Sometimes [f] is spelled <ff>because of _____, _____-___, _____, _____, or _____. Words with <ff>due to twinning are _____, _____, and _____. Five other spellings of [f] are _____, _____, _____, _____, and _____.

16.3 Lesson Twenty-seven

More About the Suffix -

1. You've seen that the suffix *-ity* regularly has a stressed short vowel in front of it. You've also seen that *-ity* is added to adjectives and bound stems to make nouns. Analyze each of the following nouns into stem plus suffix, showing any changes that took place. In the Stem column write 'Adjective' if the stem is an adjective or 'Bound' if it is a bound stem.

TABLE 16.2:

Noun	Analysis: Stem + Suffix	Stem
productivity	*productive̸ + ity*	*Adjective*
necessity		
quality		
dignity		
extremity		
complexity		
humility		
capacity		
quantity		
publicity		

2. The suffix *-ity* has two other forms that are used in certain settings: *-ety* and *-ty* Underline the forms *-ity*, *-ety*, and *-ty* in the following words:

anxiety	ferocity	notoriety	reality
casualty	gaiety	penalty	sanctity
celebrity	intensity	piety	implicity
certainty	liberty	poverty	society
charity	loyalty	property	specialty
eternity	mentality	propriety	variety

3. Sort the twenty-four words into these three groups:

Words with . . .

-ity	-ety	-ty

4. You know that *-ity* always has a stressed short vowel right in front of it. Is the vowel right in front of *-ty* stressed or unstressed? _____. Is the vowel right in front of *-ety* long or short? _____. Is it stressed or unstressed? _____.

5. What are the main differences between words in which we use *-ity* and those in which we use *-ty*?

_____

_____

_____

_____

6. Here are the analyses of the words above with *-ety*:

$$
\begin{array}{lcl}
\text{anxiety} & = & \text{anxi} + \text{ety} \\
\text{propriety} & = & \text{propri} + \text{ety} \\
\text{notoriety} & = & \text{notori} + \text{ety} \\
\text{society} & = & \text{soci} + \text{ety} \\
\text{gaiety} & = & \text{gay} + \text{i} + \text{ety} \\
\text{variety} & = & \text{vary} + \text{i} + \text{ety}
\end{array}
$$

7. What are the main differences between words in which we use *-ity* and those in which we use *-ety*?

_____

_____

_____

_____

16.4 Lesson Twenty-eight

More Practice with -

1. Combine the following elements to form nouns:

TABLE 16.3:

Elements	Noun
capt + iv*e̸* + ity	*captivity*
pi + ety	
abil + ity	
anxi + ety	
soci + ety	
pro + duct + ive + ity	
speci + al + ty	
proper + ty	
multi + plic + ity	
gay + ety	
vary + ety	
notori + ety	
ment + al + ity	
liber + ty	
sub + lime + ity	
com + plex + ity	
in + capac + ity	
re + al + ity	
un + cert + ain + ty	
case + ual + ty	
feroc + ity	
majes + ty	
pen + al + ty	
roy + al + ty	

2. Cross out the incorrect answer: The suffix *-ty* is used if the vowel right in front of it is (stressed/unstressed). The suffix *-ety* is used if the vowel right in front of it is (stressed/unstressed) and (long/short). And the suffix *-ity* is used if the vowel right in front of it is (stressed/unstressed) and (long/short).

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16.5 Lesson Twenty-nine

The Free Bases

1. *Scribe* and *script* mean "write, writing." They work in partnership like other pairs of bases with which you have been working:

TABLE 16.4:

Verbs	Nouns
circumscribe	circumscription
describe	description
inscribe	inscription
prescribe	prescription
proscribe	proscription
subscribe	subscription
transcribe	transcription

Sort the fourteen words into this matrix:

Words with the base . . .

	script	*scribe*
Nouns		
Verbs		

2. In this array the base *scribe* is used to form _____, and the base *script* is used to form _____-____.

3. Analyze the following words into prefixes, bases, and suffixes:

TABLE 16.5:

Word	Analysis
description	

TABLE 16.5: (continued)

Word	Analysis
indescribable	
inscribes	
inscription	
prescriptions	
subscriber	
transcript	
postscript	
descriptively	
scriptures	
prescribing	
subscript	
scriptural	
circumscribed	
transcribing	
manuscript	
proscribed	
proscription	
scriptwriter	
nondescript	
superscript	

Word Histories. The words *subscript* and *superscript* come from Latin words that meant "written under" and "written above." That is exactly what subscripts and superscripts are, things that are written under or above something else:

$$\text{script}^{\text{superscript}} \qquad\qquad \text{script}_{\text{subscript}}$$

The base *manu* in *manuscript* means "hand": Originally, a manuscript was something written by hand.

16.6 Lesson Thirty

Test Four

TABLE 16.6:

Words	Analysis
1.	[f] = _____ [ō] = _____
2.	Adjective + suffix = _____
3.	Prefix + bound base + suffix = _____
4.	[z] = _____
5.	[f] = _____ [z] = _____
6.	Bound base + suffix = _____
7.	Prefix + free base + suffix = _____
8.	Bound base + free base = _____
9.	Prefix + free base = _____
10.	[z] = _____ [f] = _____

TABLE 16.7: Answers to Test Four

Words	Analysis
1. *buffalo*	[f] = *<ff>* [ō] = *<o>*
2. *certainty*	Adjective + suffix = *certain + ty*
3. *complexity*	Prefix + bound base + suffix = *com + plex + ity*
4. *citizen*	[z] = *<z>*
5. *phase*	[f] = *<ph>* [z] = *< s >*
6. *society*	Bound base + suffix = *soci + ety*
7. *subscription*	Prefix + free base + suffix = *sub + script + ion*
8. *manuscript*	bound base + free base = *manu + script*
9. *prescribe*	Prefix + free base = *pre + scribe*
10. *xylophone*	[z] = *<x>* [f] = *<ph>*

16.7 Lesson Thirty-one

How Do You Spell [j]?

1. You can hear the sound [j] at the beginning and end of the word *judge*. Underline the letters that spell [j]. Don't include any silent final <e>'s in your underlining. You should find four different spellings:

object	juicy	judgement	adjust
acknowledge	majestic	pajamas	justify
budget	courageous	hygiene	energy
gymnasium	grudge	dejected	prejudice
majesty	gadget	oxygen	digestion
wreckage	adjective	journalist	messenger

2. Sort the words into these four groups:

Words in which [j] is spelled . . .

<j>		<g>	

Words in which [j] is spelled . . .

<dg>		<dj>

3. Look at the words in which [j] is spelled either <g> or <dg>. Sort them into the following three groups:

Words in which the <g> or <dg> is followed by . . .

an <e>		an <i>	a <y>

You should have found that the <g>and <dg>spellings of [j] follow the normal pattern for soft <g>: They are always followed by either <e>, < i >, or <y>. The <dg>spelling is like a double soft <g>. It always has a short vowel in front of it, just as the VCC pattern calls for.

4. When there is a long vowel right in front of the [j], how is the [j] spelled, <g>or <dg>? _____. When there is a short vowel right in front of the [j], how is the [j] spelled, <g>or <dg>? _____. When the [j] is spelled <g>, which letters always follow the <g>?_____, _____, or _____. Does the spelling <j>usually come at the front, in the middle, or at the end of an element? _____ Does <dg>ever come at the front of a word? _____

5. The <dj>spelling of [j] is very rare. Find the two words from the list above in which [j] is spelled <dj>. Analyze them into prefix plus stem to show where the <dj>comes from:

TABLE 16.8:

Word with [j] spelled <dj>	Analysis: Prefix + stem

6. Four ways of spelling [j] are _____, _____, _____, and _____.

acknowledge (8:31:1)

adjective (8:31:1)

adjust (8:31:1)

budget (8:31:1)

courageous (8:31:1)

dejected (8:31:1)

digestion (8:31:1)

energy (8:31:1)

gadget (8:31:1)

grudge (8:31:1)

gymnasium (8:31:1)

hygiene (8:31:1)

journalist (8:31:1)

judgement (8:31:1)

juicy (8:31:1)

justify (8:31:1)

majestic (8:31:1)

majesty (8:31:1)

messenger (8:31:1)

object (8:31:1)

oxygen (8:31:1)

pajamas (8:31:1)

prejudice (8:31:1)

wreckage (8:31:1)

16.8 Lesson Thirty-two

Sometimes [j] is Spelled <d>

1. Another way of spelling [j] is due to the same kind of palatalization that you encountered in the various spellings of [sh]. Underline the letters that spell [j] in the following words:

gradual	schedule	procedure	educate
pendulum	graduate	individual	arduous
fraudulent	residual	modulation	assiduous

2. What letter always follows the <d>in these words? _____

3. Underline the letters that spell [j] in the following three words:

          cordial   grandeur   soldier

How does the setting in which <d>spells [j] in these three words differ from the setting in part 1 above?

_____

_____

4. Sort the following words into the two groups defined below:

graded	fraudulently	modulate	educated
gradual	defrauded	proceeded	reduced
pendulum	resident	individual	arduous
dependent	residual	undivided	yardage

Words in which <d> spells . . .

[j]		[d]	

5. You have worked with five different ways to spell [j]. Write them in the left-hand column below, and in the right-hand column write a word that contains each of the spellings:

	Spellings of [j]	Words that Contain the Spellings
#1		
#2		
#3		
#4		
#5		

16.9 Lesson Thirty-three

The Suffix -

1. You have seen that normally after stressed long vowels and consonants [j] is spelled <g>and after stressed short vowels it is spelled <dg>. Usually after an unstressed vowel [j] is spelled <g>. And very often it is in the suffix *-age*, which forms nouns, usually (but not always) from verbs:

pack + age = package

Verb + *age* = Noun

Combine the following stems and suffixes to form nouns. Show any changes:

TABLE 16.9:

Stem	+ Suffix	= Noun
pack	+ age	= *package*
drain	+ age	=
break	+ age	=
wreck	+ age	=
pass	+ age	=
carry	+ age	=
store	+ age	=
dose	+ age	=
percent	+ age	=

2. Try some the other way around. Notice that not all the stems in this group are verbs:

TABLE 16.10:

Noun	= Stem	+ Suffix
package	= *pack*	+ *age*
carriage	=	+
luggage	=	+
percentage	=	+
dosage	=	+
roughage	=	+
yardage	=	+
postage	=	+
storage	=	+
passage	=	+
baggage	=	+

3. The suffix *-age* is often added to bound stems. Add *-age* to each of the following bound stems to form a noun:

TABLE 16.11:

Bound Stem	Noun: Bound Stem + *age*
advant	*advantage*
aver	
dam	
encour	
foli	
langu	
mess	
sav	
vill	
voy	

16.10 Lesson Thirty-four

The Suffixes -

1. The main function of the suffixes *-able* and *-ible*, as in *considerable* and *corruptible*, is to change verbs and bound stems into adjectives. The suffixes *-able* and *-ible* are two of the most troublesome homophones: When is it $< a >$ and when is it $< i >$. Unfortunately, the answer to that simple question is extremely complicated. If we did answer it, we would be left with a rule too long and complex to remember and use. Pronunciation is no help because in normal speech they are pronounced the same, [bl]. But there are three things that can help:

First, since we are dealing with suffixes, they come late enough in the word that if you can spell the rest of the word, you can find the correct form in the dictionary. So they are easy to look up.

However, second, if you are stranded without a dictionary, *-able* is about six times more common than *-ible*, so if you have to guess, guess *-able*.

Third, as the next four lessons will show, there are some patterns that can be quite helpful.

2. In the following table fill in the unshaded blanks. Then answer the question at the end of the table:

Verb	Noun: Stem + *ion*	Noun: Stem + *ation*	Adjective: Stem + [ebel]
	▓		admirable
		▓	adoptable
	▓		adorable
		▓	attractable
		▓	attributable
	▓		commendable
		▓	compressible
	▓		computable
	▓		considerable
		▓	corruptible
	▓		dispensable
		▓	exhaustible
		▓	expressible
		▓	predictable
	▓		presentable
	▓		quotable
	▓		reformable
		▓	reversible
		▓	substitutable
	▓		valuable

3. Do verbs that form nouns with -*ation* form adjectives with -*ible* or with -*able*? _____.

That leads to our first useful generalization: Stems that form nouns with <ation>take -*able* to form adjectives

Teaching Notes. The complications that we are trying to sort out here arise from a number of complications that occurred hundreds of years ago when words with -*able* and -*ible* were brought into the English language, usually from French and Latin. In general, the forms with -*ible* came directly from Latin, while those with -*able* came by way of French. But -*able* became the preferred form in English so that some words originally with -*ible* were respelled with -*able*, and -*able* was used with new adjectives based on native verbs, like *unspeakable*.

16.11 Lesson Thirty-five

More About -

1. In the previous lesson you saw that stems that form nouns with <ation>take *-able* to form adjectives. In the Verb column list the verb from which each adjective is derived:

TABLE 16.12:

Verb	Adjective
appreciate	*appreciable*
calculate	
communicate	
demonstrate	
equate	
estimate	
navigate	
negotiate	
penetrate	
remediate	
separate	
venerate	
anticipate	
circulate	
create	
indicate	
locate	
translate	

5. Do verbs that end in *-ate* take *-ible* or *-able*? _____

That gives us our second useful generalization: Verbs that end in <ate>take *-able* to form adjectives.

3. In the Verb column list the verb from which each adjective is derived:

TABLE 16.13:

Verb	Adjective
classify	classifiable
	deniable
	enviable
justify	justifiable
	leviable
magnify	magnifiable
modify	modifiable
multiply	multipliable
notify	notifiable

TABLE 16.13: (continued)

Verb	Adjective
pity	
rely	
vary	

Which do verbs that end in <y>take to form adjectives, *-ible* or *-able* ? <u>*-able*</u>

Notice that if a verb that ends in <y>, like *deny*, took *-ible*, the <y>to < i > change would lead to *deniible, which wouldn't work since we avoid <ii>in English. If we deleted one of the < i >'s, we'd get *denible, which doesn't fit the pronunciation because it leaves one vowel sound unspelled. So - *able* must be the logical choice.

That gives us our third useful generalization: Verbs that end in <y>take *-able* to form adjectives.

16.12 Lesson Thirty-six

Even More About -

1. You have seen that sets of bases work together as a team, the way *ceed* and *cess* work together in the verb *succeed* and the noun *success*. Sometimes one member of a set will be used for the noun ending in <ion>and another for the adjective ending in [bl]. For instance, consider the nouns and adjectives derived from the verbs *reclaim* and *comprehend*:

In the set *claim*, *clam*, the noun *reclamation* uses the bound base *clam* while, the adjective *reclaimable* use the free base *claim*.

TABLE 16.14:

Verb	Noun	Adjective
reclaim	reclamation	reclaimable

On the other hand, in the set *hend*, *hens*, the noun *comprehension* uses the same base as the adjective *comprehensible*.

TABLE 16.15:

Verb	Noun	Adjective
comprehend	comprehension	comprehensible

2. Fill in the blanks and answer the questions following the table:

TABLE 16.16:

Verb	Noun	Adjective
	absorption	absorbable
	certification	certifiable
	comprehension	comprehensible
destroy		destructible
	disposition	disposable
divide		dividable
explain		explainable
	explosion	explosible
		perceptible
persuade		persuasible
	pronunciation	pronounceable
		reclaimable
	resolution	resolvable
	revelation	revealable
	satisfaction	satisfiable
solve		solvable
submerge		submersible
		transmittable

TABLE 16.16: (continued)

Verb	Noun	Adjective

3. In the words in this array if the noun uses a different base from the adjective, the adjective ends in _____. If the noun uses the same base as the adjective, the adjective ends in _____.

4. That leads to a fairly good generalization: In verb-noun-adjective families, if the noun ending in <ion> uses a different base from the adjective, the adjective takes *-able*; if the noun uses the same base as the adjective, the adjective takes *-ible*.

16.13 Lesson Thirty-seven

Summary and Review of -

1. Here are the generalizations from the previous three lessons:

i. Stems that form nouns with <ation>take *-able* to form adjectives

ii. Verbs that end in <ate>take *-able* to form adjectives.

iii. Verbs that end in <y>take *-able* to form adjectives.

iv. In verb-noun-adjective families, if the noun ending in <ion>uses a different base than the adjective, the adjective takes *-able*; if the noun uses the same base as the adjective, the adjective takes *-ible*.

2. Applying these generalizations, fill in the blanks below:

Verb	Noun with <ion>	Adjective
admire		
irritate		
vary		
	opposition	
consider		
tolerate		
deny		
	justification	
observe		
negotiate		
envy		
	classification	
	pronunciation	pronounceable
comprehend		

3. All of the words with *-ible* come from French and Latin (as do many of those with *-able*). However, *-able* is the form we use for making adjectives from native English words and for making up new words. The following words are all native English words. Add the suffix that changes them to an adjective ending in [bl]:

TABLE 16.17:

Native Word	Adjective with [bl]
answer	
believe	
break	
chew	
crunch	
drink	
foresee	
forget	
forgive	
kiss	
kiss	
laugh	
learn	
reach	
return	
sing	
teach	
work	

Native adjectives use the suffix _____.

This is a very strong generalization. But it is not very useful if you can't recognize native words. One hint: Notice that native words tend to be very short, only one syllable. Compare them with the words in the tables in Lesson 36. Words from Latin and French most often have two or more syllables.

4. The following are a few adjectives that have just recently been made up. Analyze each one into its stem plus suffix and be ready to talk about what you think they mean:

TABLE 16.18:

New Adjective	Analysis: Stem + Suffix
biodegradable	
addressable	
air-droppable	
camouflageable	
cartoppable	
thermoformable	

5. One last word about *-able* and *-ible*: Remember that *-able* is about six times more common than *-ible* and that it is usually a good bet.

16.14 Lesson Thirty-eight

Test Five

TABLE 16.19:

Words	Analysis
1.	[j] = _____ Verb + suffix = _____
2.	[j] = _____ Verb + suffix = _____
3.	Verb + suffix = _____
4.	[j] = _____
5.	Verb + suffix = _____
6.	[j] = _____ Free stem + suffix = _____
7.	Bound stem + suffix = _____
8.	Verb + suffix = _____
9.	[j] = _____
10.	[j] = _____ Prefix + bound base + suffix = _____

TABLE 16.20: Answers to Test Five

Words	Analysis
1. *knowledge*	[j] = *<dg>* Verb + suffix = *know + ledge*
2. *carraige*	[j] = *<g>* Verb + suffix = *carry̸ + i + age*
3. *adorable*	Verb + suffix = *ador̸e + able*
4. *pajamas*	[j] = *<j>*
5. *considerable*	Verb + suffix = *consider + able*
6. *percentage*	[j] = *<g>* Free stem + suffix = *percent + age*
7. *divisible*	Bound stem + suffix = *divis(̸e) + ible*
8. *exhaustible*	Verb + suffix = *exhaust + ible*
9. *justification*	[j] = *<j>*
10. *procedure*	[j] = *<d>* Prefix + bound base + suffix = *pro + ced̸e + ure*

16.15 Lesson Thirty-nine

How Do You Spell [ch]?

1. About two-thirds of the time [ch] is spelled either <ch>or <tch>, and <ch>is about five times as common as <tch>. Underline the letters that spell [ch] in the following words:

chalk	enchanted	merchandise	spinach
watch	chimney	butcher	dispatch
charity	sketches	mischief	purchase
scratch	research	wretched	chocolate
teacher	kitchen	chuckle	achieve

2. Sort the words into the following matrix:

	Words in which the [ch] is . . .		
	at the end of a free stem and following a stressed short vowel	**the only consonant in a VCC string with a stressed short head vowel**	**located anywhere else in the word**
Words with [ch] spelled <tch>			
Words with [ch] spelled <ch>			

3. Among the words in Items 1 and 2, when [ch] comes (a) at the end of a free stem and following a stressed short vowel or (b) in a VCC string, it is spelled _____; everyplace else it is spelled _____.

4. On the basis of the analysis you've just done, be ready to discuss the following questions:

(i) Why can we say that <tch>behaves like a double <ch>?

(ii) What is unusual about the sounds in front of the <ch>in *bachelor* and *treacherous*? What rule did you recently learn that would explain the unusual sound in front of <ch>in these words?

(iii) What is there about the following six words that makes them holdouts to the pattern you've just found and described?

attach	detach	rich
much	such	which

There is little we can say about these six, except that they are clear holdouts to an otherwise useful and reliable rule and that there are fortunately very, very few of them.

16.16 Lesson Forty

Sometimes [ch] is Spelled <t>

1. About two-thirds of the time [ch] is spelled either <ch>or <tch>, and we can practically always tell when to pick <ch>and when to pick <tch>. About one-third of the time [ch] is spelled <t>. This <t>spelling is very much like the <t>spelling of [sh] and the <d>spelling of [j] with which you have already worked. It, too, is due to palatalization. Underline the letters that spell [ch] in the following words:

culture	suggestion	actual	virtue
intellectual	spiritual	literature	congestion
questions	situation	indigestion	perpetual
unfortunately	mortuary	ritual	statue
naturally	eventual	adventurous	celestial

2. Now sort the words into these two groups:

Words in which [ch] is followed by . . .

<u>			<i>

2. In these words, which vowel is stressed: the one in front of the [ch] or the one after it? _____ What letter usually follows the t' that spells [ch]? _____

3. Most of the time when [ch] is spelled <t>, there is a $<u>$ after the <t>. But often a <t>that spells [ch] is followed by an $<i>$. In earlier lessons you saw that a <t>right in front of two unstressed vowels spells the sound [sh], as in *deletion* and *spatial*. However, when the <t>has an $<s>$ right in front of it, the <t>doesn't spell [sh]; it spells [ch], as in *question* and *celestial*. This is another case of a smaller, stronger pattern inside a larger pattern.

4. Below you are given prefixes, bases, and suffixes to combine. In each case you should produce a word that contains [ch] spelled <t>due to palatalization. Show any changes:

TABLE 16.21:

Prefixes, Bases, and Suffixes	Words with [ch] Spelled <t>
dis + gest + ion	
spirit + ual	

<div align="center">**TABLE 16.21:** (continued)</div>

Prefixes, Bases, and Suffixes	Words with [ch] Spelled <t>
quest + ion + er	
act + ual + ly	
ad + vent + ure + ous	
script + ure + al	
liter + ate + ure	
virtue + ous	
com + gest +ion	
celest + ial	
per + pete + ual	
sub + gest + ion + s	

You can see that very nearly all the time when [ch] is spelled <t>, the <t>is either followed by an unstressed $< u >$ or it is followed by the suffix - *ion* and has an $< s >$ right in front of it.

16.17 Lesson Forty-one

A Final Word About [ch]

1. There are three rare spellings of [ch] that are found only in a few Italian and German words that still have their Italian and German spellings. In Italian [ch] is regularly spelled <c>or <cc>, and in German it is regularly spelled <tsch>.

[ch] = <c>. In the Italian words *cello*, *concerto*, *vermicelli*, and the greeting *ciao* [ch] is spelled <c>.

[ch] = <cc>. In the Italian words *capriccio* and *cappuccino,* [ch] is spelled <cc>.

[ch] = <tsch>. In the German words *kitsch* and *putsch,* [ch] is spelled <tsch>.

2. According to some dictionaries the <c>s and < s >s in words like *financial* and *mansion* spell [ch]. Most dictionaries show them as spelling [sh], but Merriam-Webster's big unabridged dictionary is one that has it [ch]. It is a case of the experts disagreeing about what they hear. You might listen to your own pronunciation of these words and those of your friends. What happens is that some people tend to put a [t] sound in between the [n] and [sh], and the [tsh] actually equals [ch]. Either pronunciation is correct.

3. Sort the words into the groups, depending on whether you think you pronounce them with [sh] or [ch]. There is room here for honest differences of opinion, so we've given you extra blanks:

financial	expansion	concerto	comprehension
apprehension	dimension	kitsch	dissension
transient	cello	vermicelli	cappuccino
condescension	capriccio	ancient	suspension

Words pronounced with . . .

[ch]		[sh]	

4. Now sort the words again, this time on the basis of how the [ch] (or [sh]) is spelled. Write them into the proper groups below and in the columns marked '[ ]' write in the pronunciation of the <c>, <cc>, or < s >.

<c>	[ ]	<cc>	[ ]	<s>	[ ]
		cappuccino	*[ch]*		

4. The three most common ways to spell [ch] are _____, _____, and _____.

16.18 Lesson Forty-two

How Do You Spell [w]?

1. You can hear the sound [w] at the beginning of the word *word*. Underline the letters that spell [w] in the following words:

waffles	sweaty	witness	welfare
afterward	weirdest	weather	twinkle
waitress	swallow	reweighed	sweetheart
between	wisdom	unwillingly	notwithstanding
waltzes	unworthy	twentieth	twelfth

2. Analyze each of the words as directed in the formula. Key: 'BB' = Bound base, 'FB' = Free base, 'BS' = Bound stem, 'FS' = Free Stem, 'P' = Prefix, 'S' = Suffix:

TABLE 16.22:

Word	Formula	Analysis
waffles	FB+S	
afterward	FS+S	
waiters	FB+S+S	
between	P+BS	
waltzes	FB+S	
sweaty	FB+S	
weirdest	FB+S	
swallowing	FB+S	
wisdom	BB+S	
unworthy	P+FB+S	
witness	BB+S	
weathered	FS+S	
reweighed	P+FB+S	
unwillingly	P+FB+S+S	
twentieth	FS+S	
welfare	BB+FB	
twinkling	FS+S	
sweetheart	FB+FB	
notwithstanding	FB+FB+FB+S	
twelfth	BS+S	

4. Now sort the words into the following two groups:

Words in which the [w] is . . .

at the front of an element		not at the front of an element

5. In those seven words in which the [w] is not at the front of an element, it is part of a consonant cluster. Do these clusters come at the front of elements in these words? _____.

6. When [w] is spelled <w>, the <w> either comes at the _____ of an element or it is in a consonant cluster that comes at the _____ of an element.

16.19 Lesson Forty-three

Two Other Spellings of [w]

1. Underline the letters that spell [w] in the following words:

awhile	request	quantity	qualities
acquaint	quotation	quizzes	squirrel
distinguish	language	whistle	frequently
persuade	pueblo	earthquake	squeeze
everywhere	somewhat	equation	question
acquire	which	overwhelm	whizzed

2. You should have found two different spellings of [w]. Seven words have the first spelling; seventeen have the second. Sort the words into the following two groups:

Words with [w] spelled . . .

way #1	way #2	

3. Dictionaries usually give us a choice as to how we should pronounce <wh>: either [hw] or just [w]. You might check yourself: When you say *whale*, does it sound exactly like your pronunciation of *wail*? Or do you hear a little puff of air in front, a soft [h]? Hundreds of years ago, *whale* was spelled *hwāl*, and the <h> was pronounced [h]. But in time the spelling changed, probably to make it more like the other clusters <ch>, <gh>, <sh>, and <th>. The spelling changed, but the pronunciation more or less stayed the same. Over the centuries that [h] has tended to get lost. That is why dictionaries usually show two different pronunciations for <wh>: [w] and [hw].

4. Look at the seventeen words in which [w] is spelled $< u >$. In each one mark the letter that comes right in front of the $< u >$ that is spelling [w]. You should have found four different consonants that come before the $< u >$. The first of the consonants is in thirteen of the words; the second is in two words, and the third and fourth are in one word each. Sort the words into the following groups

Words in which the <u> follows <q>:

Words in which the <u> follows . . .

<g>	<s>	<p>

5. It is not surprising that [w] is often spelled $< u >$: The letter <w>was originally just two $< u >$s run together. That is why <w>is called "double-$< u >$."

6. Three spellings of [w] are _____, _____, and _____. The spelling <w>always comes _____-_____. The spelling $< u >$ usually comes after the letter _____ and sometimes after the letters _____, _____, or _____. The spelling <wh>is sometimes pronounced _____, sometimes _____.

acquaint (8:43:1)

acquire (8:43:1)

awhile (8:43:1)

distinguish (8:43:1)

earthquake (8:43:1)

equation (8:43:1)

everywhere (8:43:1)

frequently (8:43:1)

language (8:43:1)

overwhelm (8:43:1)

persuade (8:43:1)

pueblo (8:43:1)

qualities (8:43:1)

quantity (8:43:1)

question (8:43:1)

quizzes (8:43:1)

quotation (8:43:1)

request (8:43:1)

somewhat (8:43:1)

squeeze (8:43:1)

squirrel (8:43:1)

which (8:43:1)

whistle (8:43:1)

whizzed (8:43:1)

16.20 Lesson Forty-four

Review of Consonant Sounds

1. Underline the letters in the following words that spell the sound [s]:

digestion	juicy	susceptible	possession
physics	scriptures	whizzed	zealous
justifiable	language	laughed	enough
procedures	waltz	judgement	fluorescent
suggestions	charity	chocolate	assiduous
waffles	sketches	whistle	chimney
xylophones	persuade	abscessed	wisdom
puzzles	brassiere	quiz	embezzle

2. Sort the words you have underlined into the following five groups:

Words with [s] spelled . . .

<s>			

Words with [s] spelled . . .

<c>	<sc>	<ss>	Other

3. In the list in Item 1 underline the letters that spell [z] and sort the words into the following five groups:

Words with [z] spelled . . .

<s>		<z>	<zz>

Words with [z] spelled . . .

<ss>	<x>

4. Now underline the letters that spell [f] and sort the words into the following four groups:

Words with [f] spelled . . .

<f>	<ff>	<gh>	<ph>

5. Now underline the letters that spell [ch] and sort the words into the following three groups:

Words with [ch] spelled . . .

<ch>	<tch>	<t>

6. Underline the letters that spell [j] and divide the words into the following four groups:

Words with [j] spelled . . .

<j>	<g>	<dg>	<d>

7. Underline the letters that spell [w] and divide the words into the following three groups

Words with [w] spelled . . .

<w>	<u>	<wh>

16.21 Lesson Forty-five

Review of Bound and Free Bases

1. Combine the following elements into words, showing any changes that occur when the elements combine:

TABLE 16.23:

Elements	Word
in+per+cept+ible	
super+com+duct+or	
com+cede+ing	
abs+cess+ed	
ex+miss+ion+s	
inter+mit+ent+ly	
non+ de+script	
re+cess+ive	
ex+duce+ate	
re+cept+acle	
script+write+er	
in+duct+ion	
post+script+s	
trans+mit+er	
ex+cess+ive+ly	
ob+mit+ed	

2. Each of the following words contains one of the bases that you studied in earlier lessons. Most words contain one or more prefixes and one or more suffixes. Analyze each word into its elements. Again, show any changes that occur when the elements combine:

TABLE 16.24:

Word	Analysis
inconceivable	
deception	
descriptively	
introduce	
deductible	
antecedents	
procedure	
proceedings	
necessary	
remission	
exceedingly	
received	
subscriber	

TABLE 16.24: (continued)

Word	Analysis
introductions	
prescriptions	
preceded	

16.22 Lesson Forty-six

Review of Suffixes

1. Analyze each of the following words into stem plus one suffix:

TABLE 16.25:

Word	Analysis: Stem + Suffix
teachable	
comprehensible	
modifiable	
carriage	
susceptibility	
anxiety	
presentable	
necessity	
appreciable	
permissible	
baggage	
uncertainty	
unforgettable	
divisible	
advantage	
divinity	
society	
specialty	
tolerable	
flexible	
language	
indescribable	
quantity	
disposable	
percentage	
communicable	
ferocity	
royalty	
variety	
simplicity	
deductible	
irritable	

2. Among the adjectives ending in *-able* and *-ible* there are instances of rules that you studied in earlier lessons. For each rule given below find instances from the adjectives above and fill in the blanks:

a. Stems that form nouns in *<ation>* form adjectives in *-able*:

b. Verbs that end in *<ate>* form adjectives in *-able*:

c. Verbs that end in <y>form adjectives in *-able*:

d. Native English verbs form adjectives in *-able*:

e. If the verb and adjective use one form of the base while the noun in <ion>uses another, the adjective will be formed in *-able*:

f. But if the verb and noun use one form of the base while the adjective uses the other, the adjective will be formed in *-ible*:

16.23 Lesson Forty-seven

Review of VCV Shortening Rules

1. **The Suffix -*ity* Rule.** The vowel right in front of the suffix -*ity* will always be _____, even if it is the first vowel in a _____ string.

2. **The Third Vowel Rule.** The third vowel sound from the end of a word will often be _____ if it is _____-_____, even if it is the first vowel in a _____ string.

3. **French Lemon Rule.** Words that have _____ vowel sounds and were borrowed from _____- will have a _____ first vowel, even in a _____ string.

4. Some of the words below are instances of the three rules above. Sort them into the table:

electricity	moment	society	rationality
equality	chocolate	ferocity	hesitate
educate	gravel	citizen	analysis
assiduous	recent	positive	definite
physics	balance	stomach	personality
anxiety	susceptibility	agent	legend
precious	simplicity	dozen	focus

Words that are instances of . . .

The Suffix -*ity* Rule	The Third Vowel Rule	The French Lemon Rule

5. Be ready to discuss this question: What were your reasons for excluding each of the six words that you did not write into the table?

16.24 Lesson Forty-eight

Test Six

TABLE 16.26:

Words	Analysis
1.	[s] = ____ and ____
2.	[s] = ____ [w] = ____
3.	[ch] = ____
4.	[s] = ____ [ch] = ____ [z] = ____
5.	Prefix + bound base + suffix = _____
6.	[z] = ____ [w] = ____
7.	[s] = ____ [j] = ____ [ch] = ____
8.	[w] = ____ Bound base + suffix = _____
9.	[z] = ____ Verb + suffix^1 + suffix^2 = _____
10.	[f] = ____ [s] = ____ Bound base + suffix = _____-_____

TABLE 16.27: Answers to Test Six

Words	Analysis
1. *abscess*	[s] = *<sc>* and *<ss>*
2. *whistle*	[s] = *<st>* [w] = *<wh>*
3. *charity*	[ch] = *<ch>*
4. *sketches*	[s] = *< s >* [ch] = *<tch>* [z] = *< s >*
5. *deductible*	Prefix + bound base + suffix = *de + duct + ible*
6. *wisdom*	[z] = *< s >* [w] = *<w>*
7. *digestion*	[s]= *< s >* [j] = *<g>* [ch] = *<t>*
8. *quantity*	[w] = *< u >* Bound base + suffix = *quant + ity*
9. *proceedings*	[z] = *< s >* Verb + suffix ^{1} + suffix ^{2} = *pro + ceed + ing + s*
10. *ferocity*	[f] = *<f>* [s] = *<c>* Bound base + suffix = *feroc + ity*