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Basic Speller Teacher Materials (Being Reviewed)



Basic Speller Teacher Materials

D.W. Cummings
CK12 Editor

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CHAPTER

1**Teacher 01-Lesson 1-24****Chapter Outline**

- 1.1 LESSON ONE
 - 1.2 LESSON TWO
 - 1.3 LESSON THREE
 - 1.4 LESSON FOUR
 - 1.5 LESSON FIVE
 - 1.6 LESSON SIX
 - 1.7 LESSON SEVEN
 - 1.8 LESSON EIGHT
 - 1.9 LESSON NINE
 - 1.10 LESSON TEN
 - 1.11 LESSON ELEVEN
 - 1.12 LESSON TWELVE
 - 1.13 LESSON THIRTEEN
 - 1.14 LESSON FOURTEEN
 - 1.15 LESSON FIFTEEN
 - 1.16 LESSON SIXTEEN
 - 1.17 LESSON SEVENTEEN
 - 1.18 LESSON EIGHTEEN
 - 1.19 LESSON NINETEEN
 - 1.20 LESSON TWENTY
 - 1.21 LESSON TWENTY-ONE
 - 1.22 LESSON TWENTY-TWO
 - 1.23 LESSON TWENTY-THREE
 - 1.24 LESSON TWENTY-FOUR
-

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:

itself✓

magic✓

rabbit✓

favor✓

join✓

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:

TABLE 1.1: Words with the ...

vowel < a >

magic

rabbit

asking

village

favor

vowel < e >

itself

better

bridge

knee

village

their

often

vowel < i >

itself

join

magic

bridge

rabbit

asking

village

their

vowel < o >

join

favor

often

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

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

5. Fill in the blanks. (Don't forget the pointed brackets!) Four letters that are always vowels are < a >, < e >, < i >, and < o >.

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:

TABLE 1.2: Words with the ...

vowel < a >	vowel <e>	vowel < i >	vowel <o>
<i>above</i>	<i>above</i>	<i>region</i>	<i>above</i>
<i>board</i>	<i>voted</i>	<i>height</i>	<i>board</i>
<i>chance</i>	<i>chance</i>	<i>believe</i>	<i>voted</i>
<i>important</i>	<i>whose</i>	<i>important</i>	<i>whose</i>
	<i>region</i>	<i>behind</i>	<i>region</i>
	<i>height</i>		<i>important</i>
	<i>believe</i>		<i>phone</i>
	<i>behind</i>		<i>government</i>
	<i>phone</i>		
	<i>government</i>		

8. Four letters that are always vowels are < a >, <e>, < i > and <o>.

Did you remember the pointed brackets?

Teaching Notes.

1. You may find the analysis of vowels and consonants here somewhat different from what you are used to. You may find some parents surprised, perhaps even concerned, by it. Generally, we treat a letter as a vowel when it spells a vowel sound and as a consonant when it spells a consonant sound. It is important to make the distinction as we do, also, because it helps make more rational some of the spelling rules. For instance, students will soon learn that when we add a suffix that starts with a vowel to a word that ends with a final single consonant letter preceded by a single vowel letter, the final consonant letter must be twinned: *hop + p + ing = hopping*. If we don't recognize that, for instance, < u > and <w> can sometimes be consonants and sometimes vowels (as discussed in Lesson Three), then we have trouble with this twinning rule. For instance, if <w> is treated as always a consonant, then it should be twinned in a word like *towing*, which, of course, it is not. And if < u > is treated as always a vowel, then a word like *quiz* wouldn't fill the requirements for the twinning rule (since it would have two vowels preceding the final <z>), and the <z> wouldn't be twinned, which, of course, it is. Perhaps the handiest source for more information about how over the centuries some of our letters have come to serve double duty as both vowels and consonants is the series of entries in the *Oxford English Dictionary* at each letter. See also *AES*, pp. 207-212.

The following optional page provides a quick rationale for making the distinctions that we do in the next three lessons between the vowel and consonant functions of < u >, <w>, and <y>. If you think the students would benefit from this kind of rationale for the distinction-making, you can distribute copies of it to them.

Why Sometimes a Vowel, Sometimes a Consonant?

Realizing that <y>, < u >, and <w> are sometimes vowels, sometimes consonants helps us make sense of spelling.

You will soon learn that when we add a suffix like *-ing* to a word that ends with a single consonant with a single vowel right in front of it, we must add a twin consonant letter: So if we start with the word *hop* and add *-ing* to it, we get the following:

single vowel
|
hop + ing
|
single consonant

which becomes

added twin consonant
 |
 hop + p + ing

Thus, we get *hopping*, with twin < p >'s.

If <w>and <y>were always consonants, we would have to twin them when we add *-ing* to words like *crow* and *toy*, which would lead to the incorrect spellings <crowwing>and <toyying>rather than the correct *crowing* and *toying*. In such cases, <w>and <y>are vowels, so we do not twin them.

And if < u > were always a vowel, words like *quit* and *quiz* would have two vowel letters in front of the <t>and <z>rather than just one, which means that when we added *ing* to them, we would not twin the <t>and <z>. That would give us the incorrect spellings <quiting>and <quizing>rather than the correct spellings *quitting* and *quizzing*. In such cases, < u > is a consonant and so we do twin the <t>and <z>.

The following historical notes may help clarify the consonant-vowel distinctions offered here:

The letters < u, w, y >, have a common ancestry: They all derive from a primitive pre-Greek <V>, which also produced the modern consonant <v>. The late arising <w>began as the doublet <vv>, which in time became the ligature we call “double < u >”

The letter < u > developed as a variant form of <v>and was used in Latin to spell both vowel and consonant sounds. In Latin <qv>was used to spell [kw]. In French and then English this became <qu>. In some words that have come into English the [kw] has simplified to [k], especially words that came in through French, but the spelling with < u > remains. In English up into the 17th century < u >and <v>continued to be used as two forms of the same letter, each spelling both vowel and consonant sounds. As late as the 1580's the Elizabethan language arts teacher Richard Mulcaster in his spelling text, *The Elementarie*, illustrates this double usage when he says that in addition to spelling vowel sounds, <v>“is vused consonantlike also . . . when it leadeth a sounding vowel in the same syllab[le], as *vantage*, *reuiue* [*revive*], *deliuer* [*deliver*], or the silent *e* in the end, as *beleue*, *reproue* [*believe*, *reprove*]” (116). By the late 17th century the distinction between < u > as vowel and <v>as consonant had been firmly established, though the < u > spelling of the consonant [w] persists in a few words.

The letter <w>was originally a consonant. The use of <w>as a vowel in <aw>, <ew>, <ow>derives from an Old English consonant [w], which over time became vocalized, or pronounced as a vowel rather than a consonant. Notice the parallel with <au>, <eu>, and <ou>.

Originally in Old English, <y>was used strictly to spell vowel sounds though not the [i] and [ī] it spells today. Later it came to be used as a variant of < i >, or actually as a substitute for the doublet <ii>, which does not occur in native English words. In the 13th century, scribes began to use <y>in place of the Middle English consonant yogh (<3>), which spelled a sound much like our modern [y] and whose shape resembles <y>. This was the beginning of the use of <y>as a consonant.

Perhaps even Mulcaster felt a bit uneasy about this double usage of letters, for he concludes his discussion of <v>with the following: “This duple force of... v is set from the latin, and therefor it is neither the vncertaintie of our writing, nor the vnstedfastnesse of our tung, for to vse anie letter to a duple use” (116).

2. Item 3: It is important that the youngsters copy the words into the blanks correctly spelled. It is also important that the youngsters develop work habits that help them keep track of their data and where they are in the work process. Thus, the seemingly trivial issue of checking off the words from the list as they sort them into the table is in fact not trivial at all.

Some youngsters may need some help with the concept that a single word can go into more than one group. Remind them that a word goes into a group in this lesson if it has just one certain characteristic. And since a word can have several characteristics, it can go into several different groups. It all depends on what characteristics we use to define the various groups. You might point out to the youngsters that each of them can go into different groups: one group

might be of people in this grade, another might be of people in this school, another might be of people born in a certain month, another might be of people from the state of North Dakota, and so on. The way that groups and categories depend on selected characteristics is important beyond the realm of spelling and even beyond the larger realm of inductive reasoning.

1.2 Lesson Two

Sometimes a Vowel, Sometimes a Consonant: <y>

- Fill in the blanks. Don't forget the pointed brackets: The letters <a>, <e>, <i>, and <o> are **always** vowels.
- 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.

- 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

TABLE 1.3: Words in which the <y> is ...

a consonant

beyond
yard
you
years
yellow

a vowel

gym
type
someday
they
puppy
every
why

- Fill in the blanks: The four letters that are always vowels are <a>, <e>, <i>, and <o>.
- One letter that is sometimes a vowel and sometimes a consonant is <y>.



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.

TABLE 1.4:

beyond

be
be

yond
yond

TABLE 1.4: (continued)

beyond	
<i>be</i>	<i>yond</i>
<i>beyond</i>	

TABLE 1.5:

years	
year	<i>s</i>
<i>year</i>	s
<i>year</i>	<i>s</i>
<i>years</i>	

TABLE 1.6:

seventy	
seven	<i>ty</i>
<i>seven</i>	ty
<i>seven</i>	<i>ty</i>
<i>seventy</i>	

TABLE 1.7:

away	
a	<i>way</i>
<i>a</i>	way
<i>a</i>	<i>way</i>
<i>away</i>	

TABLE 1.8:

holiday	
holi	<i>day</i>
<i>holi</i>	day
<i>holi</i>	<i>day</i>

TABLE 1.9:

anyone	
any	<i>one</i>
<i>any</i>	one
<i>any</i>	<i>one</i>
<i>anyone</i>	

Teaching Notes

1. The basic pattern underlying the vowel and consonant uses of <y> is that <y> is a consonant at the beginning of a word, a vowel at the end. In the middle of words it is a consonant only if it is the first letter of a base element and is

spelling the first sound of a syllable, as in *beyond*; otherwise it is a vowel.

2. You will notice that the text pesters the youngsters to remember the pointed brackets that are used to indicate spelled-out letters as opposed to the square brackets that they will later learn to use to indicate spelled-out sounds. This pestering is part of the attempt to keep clear the distinction between sounds and letters.

3. This “Watch the Middles!” is the first of the **reinforcers** that occur at the end of many of the lessons. Reinforcers are game-like activities that are designed to reinforce some of the concepts or information that are important to the lesson. The immediate tie-in here is that all six of the words contain the letter <y>, sometimes as vowel, sometimes as consonant. But “Watch the Middles!” has more general objectives, as well: (i) It is intended as a rather passive exercise that gives the students practice with hard words in the hope that the repetition will enhance their remembering, (ii) It calls attention to the middle of words, where research indicates most spelling errors occur, (iii) It introduces the students, without calling attention to doing so, to the analysis of words into their elements, something that is very important later in this spelling program.

This Middles contains some word parts about which students may well ask. In the Teaching Notes we will refer to these parts as prefixes, bases, or suffixes. But since the discussion of prefixes, suffixes, and bases comes later in the program, for now it is probably best simply to speak of these with the students as word parts that are important because they appear in other words. The *yond* in *beyond* is the same word-part that is in *yonder* and is related to *yon*. *Be-* is a prefix that shows location at or near. The *-ty* in *seventy* is a suffix that means “times ten,” as in *thirty*, *forty*, *sixty*, etc. It is related to *teen*, which means “plus ten” as in *fourteen*, *sixteen*, etc. The *holi* in *holiday* is a form of the word *holy*. A holiday was, originally, a holy-day. In *away* the prefix *a-* is a reduced form of the Old English preposition *on*, so the original meaning of *away* was “on (one’s) way.”

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 <y>. (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

TABLE 1.10: Words in which the <w>is ...

a vowel	a consonant
<i>saw</i>	<i>away</i>
<i>yellow</i>	<i>what</i>
<i>below</i>	<i>write</i>
<i>few</i>	<i>women</i>
<i>new</i>	<i>would</i>
	<i>went</i>
	<i>white</i>

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 1.11:

Column 1	Column 2
was	<i>saw</i> ✓
dray ✓	<i>yard</i>
flow ✓	<i>wolf</i>
wets	<i>stew</i> ✓
straw ✓	<i>warts</i>

TABLE 1.12:

Column 1	Column 2
pay ✓	yaps
war	raw ✓
yaws ✓	sway ✓
draw ✓	ward
wonk	know ✓

Teaching Notes.

- a. In Item 6: If *wonk* is not in your dictionary, the *Random House Unabridged* defines it as “(1) a student who spends much time studying and has little or no social life; grind; (2) a stupid, boring, or unattractive person.” Newspaper columnists also use it to refer to cerebral bureaucrats and political consultants. The students may be interested in seeing that in all ten pairs of words, when the word is reversed, the <w>or <y>shifts from being a vowel to a consonant or vice versa. The *yaws-sway* pair is noteworthy for containing both a <w>and a <y>, both of which do the consonant-vowel shift.

1.4 Lesson Four

Sometimes a Vowel, Sometimes a Consonant:

1. The letter < u > is usually a vowel, but it is a consonant when it 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

TABLE 1.13: Words in which the

comes right after the letter < q >		does not come right after the letter < q >	
<i>queen</i>	<i>earthquake</i>	<i>you</i>	<i>blue</i>
<i>unique</i>	<i>question</i>	<i>full</i>	<i>study</i>
<i>quiet</i>	<i>squirrel</i>	<i>should</i>	<i>funny</i>
<i>quick</i>		<i>duck</i>	<i>around</i>

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

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:

<i>queen</i>	<i>earthquake</i>
<i>quiet</i>	<i>question</i>
<i>quick</i>	<i>squirrel</i>

4. In a few words < u > spells the < w > sound right after the letter < q >. 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

TABLE 1.14: Words in which the letter

spells the <w>sound	does not spell the <w>sound	
<i>language</i>	<i>gun</i>	<i>gull</i>
<i>jaguar</i>	<i>gum</i>	<i>argue</i>
<i>penguin</i>	<i>begun</i>	

5. Fill in the blanks: The letter < u > is usually a vowel, but it is a consonant whenever it comes right after the letter < q >. It is also a consonant whenever it spells the [w] sound as it does in the word Answers will vary.

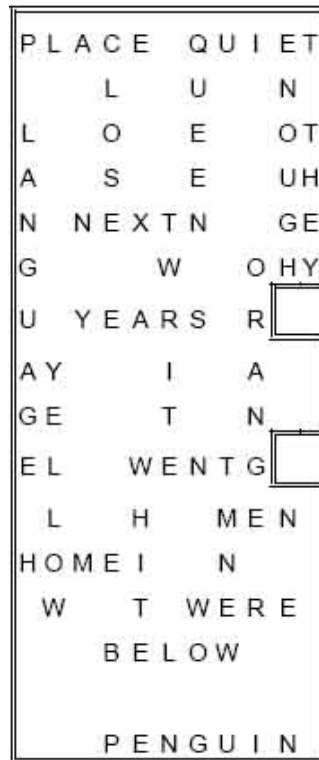
6. The four letters that are always vowels are < a >, < e >, < i > and < o >

7. The three letters that are sometimes vowels and sometimes consonants are < u >, < w >, and < y >. 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✓
below✓	new✓	quiet✓	yellow✓	years✓
language✓	men✓	went✓	white✓	they✓
penguin✓	enough✓	orange✓	home✓	were✓



Teaching Notes.

Items 1-5 Notice that in our analysis < u > is a consonant whenever it follows the letter < q >, whether it spells the sound [w] (as in *quit*) or not (as in *mosquito*).

Items 6-7 A case can be made for treating < h > as a vowel in words like *John*, *ohm*, and *dahlia* (and in interjections like *eh*, *oh*, and *ah*) where it is clearly involved in the spelling of the vowel sound. But this use of < h > is very rare and never complicates spelling rules, so it seems better not to make more complex an already fairly complex analysis.

Word Find. Word Finds are perhaps the most passive of the different reinforcers. Again they are designed to give the students some additional work with words and concepts from the current lessons. They can also help students come to recognize that certain strings of letters are common and others are not. Besides, students seem to enjoy Word Finds a great deal.

You might warn the students that words only run left-to-right and top-to-bottom. There are no (intentionally) hidden words that run from right-to-left or bottom-to-top or diagonally. It seems better to use only the two directions in which we normally read written English text. There are usually some other acceptable words that are not on the list. Students who find any might well be congratulated for their sharp eyes. This Find, for instance, contains unlisted *we* and *sew* with < e > s. And there are a number of unlisted shorter words contained within the listed words: *lace* and *ace* in *place*, for instance, and *me* in *home* and *men*.

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. [*That would be < a, e, i, o >.*]

3. Now cross off the three letters that are sometimes vowels and sometimes consonants. [*That would be < u, w, y >.*]

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

< b > < c > < d > < f > < g > < h > < j > < k > < l > < m >
 < n > < p > < q > < r > < s > < t > < v > < x > < z >

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

TABLE 1.15: Words with the consonant ...

< u >	<w>	<y>
<i>language</i>	<i>wonderful</i>	<i>yours</i>
<i>quiet</i>	<i>away</i>	<i>yellow</i>
<i>penguin</i>	<i>women</i>	<i>year</i>
	<i>would</i>	

7.

TABLE 1.16: Words with the vowel...

< u >	<w>	<y>
<i>yours</i>	<i>yellow</i>	<i>they</i>
<i>true</i>	<i>brown</i>	<i>away</i>
<i>wonderful</i>	<i>below</i>	<i>holiday</i>
	<i>lunch</i>	
	<i>would</i>	



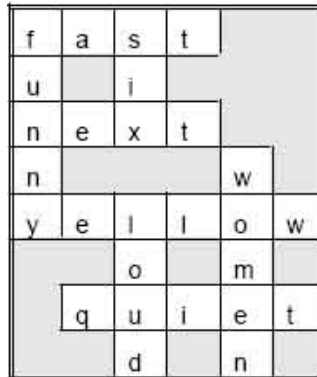
Word Squares. Fit the words into the squares. Count letters very carefully. As you use each word, check it off the list. Hint: Only one word has six letters, so start with it:

Three-letter word: six ✓

Four-letter words: fast ✓ , loud ✓ , next ✓

Five-letter words: funny ✓ , quiet ✓ women ✓

Six-letter word: yellow ✓



Teaching Notes.

1. Item 1: Notice that we give only the lowercase versions of the 26 letters. You might want to point out that the uppercase versions are sometimes quite different in shape from their lowercase counterparts. Especially for students who may still be having problems recognizing letters of the alphabet, you might ask them to sort the uppercase and lowercase versions of the 26 letters into the following table:

Lowercase letters are smaller than uppercase letters. Also, sometimes their shapes are very different, sometimes only slightly different, sometimes not different at all. Sort the 26 letters of the alphabet into the following table. There are extra squares, so don't worry when you don't fill them all. We've given you a bit of a start:

TABLE 1.17: Letters in which the shape of the lowercase and uppercase versions are ...

very different	slightly different	the same except for size
a, A	b, B	c, C

Be prepared for differences of opinion when the students finish their sorting. It could be worthwhile to spend some time discussing a question like “What does 'very different' mean as compared with 'slightly different'?” My personal feeling is that any answer to such a question that a student is capable of articulating is a good answer. Notice that some letters (like <w>and <W>) can be the same shape in print but different in hand printing and cursive. The uppercase and lowercase versions of some (like <j>, <p>, and <y>) are quite similar in shape but located differently on the baseline. One question this sorting raises is, What constitutes a difference? And one point that it makes is that in answering questions about degrees of difference, we can and do disagree (which is why the table has extra squares).

2. Word Squares are designed to give the students an opportunity to look very closely at words, counting their letters. But they also introduce the students to a potentially sophisticated logic of implication: For instance, if one were to start this puzzle by putting *loud* into the top row, that would create the need for a five-letter word that starts with <l>for the overlapping lefthand column and a three-letter word that starts with < u > for the overlapping third

column. But there are no words on the list that start with <l> and have five letters, nor are there any that start with <u>. So the implication is that *loud* cannot go into the top row. This logic of implication can get very complex in larger Word Squares. The hint to start this particular Squares with the only six-letter word on the list is a powerful hint: In more general terms, (and borrowing from the 17th century philosopher Rene Descartes) the students should learn to start with what they can be absolutely certain of and then build off of that. In cases where they do not have any singletons of a given length, they should learn to find the word-length that has the fewest instances in the list and to try the words of that length one by one, watching that logic of implication very carefully.

Here is an exercise for additional practice with the vowel-consonant distinction:

More Work with Vowel and Consonant Letters

1. Say each of these words. Listen and look carefully:

magic	language	might	government
enough	type	women	new
yellow	away	your	why
seventy	quick	holiday	below

2. Sort the words into these groups. Some words go into more than one group:

TABLE 1.18: Words with the vowel...

< a >	<e>	< i >	<o>
-------	-----	-------	-----

TABLE 1.19: Words with the vowel...

< u >	<w>	<y>
-------	-----	-----

TABLE 1.20: Words with the constant...

< u >	<w>	<y>
-------	-----	-----

More Work with Vowel and Consonant Letters

1. Say each of these words. Listen and look carefully:

magic	language	might	government
enough	type	women	new
yellow	away	your	why
seventy	quick	holiday	below

2. Sort the words into these groups. Some words go into more than one group:

TABLE 1.21: Words with the vowel...

< a >	<e>	< i >	<o>
<i>magic</i>	<i>enough</i>	<i>magic</i>	<i>enough</i>
<i>language</i>	<i>yellow</i>	<i>quick</i>	<i>yellow</i>

TABLE 1.21: (continued)

< a >	<e>	< i >	<o>
<i>away</i>	<i>seventy</i>	<i>might</i>	<i>women</i>
<i>holiday</i>	<i>language</i>	<i>holiday</i>	<i>your</i>
	<i>type</i>		<i>holiday</i>
	<i>women</i>		<i>government</i>
	<i>government</i>		<i>below</i>
	<i>new</i>		
	<i>below</i>		

TABLE 1.22: Words with the vowel...

< u >	<w>	<y>	
<i>enough</i>	<i>yellow</i>	<i>seventy</i>	<i>holiday</i>
<i>your</i>	<i>new</i>	<i>type</i>	<i>why</i>
	<i>below</i>	<i>away</i>	

TABLE 1.23: Words with the consonant...

< u >	<w>		<y>
<i>language</i>	<i>away</i>	<i>why</i>	<i>yellow</i>
<i>quick</i>	<i>women</i>		<i>your</i>

1.6 Lesson Six

Vs and C's

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

agree

vccvv

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

apple

vcccv

magic

cvcvc

knee

ccvv

government

cvcvcccvcc

write

ccvvc

their

ccvvc

often

vccvc

stop

ccvc

lunch

cvcc

women

cvcvc

phone

ccvcv

quiet

ccvvc

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

next

cvcc

penguin

cvcccvcc

itself

vccvcc

purple

cvcccv

always

vccvvc

queen

ccvvc

enough

vccvcc

dinner

cvccvc

wonderful

cvccvccvc

fuel

cvvc

might

cvccc

true

ccvv

walk

cvcc

white

ccvcv

would

cvcc

every

vecvv

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

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

6. What four letters are always vowels? < a, e, i, o >

7. What three letters are sometimes vowels, sometimes consonants? < u, w, y >
8. Write a word in which <y>is a consonant: ANSWERS WILL VARY.
9. Write a word in which < u > is a consonant: ANSWERS WILL VARY.
10. Write a word in which <w>is a consonant: ANSWERS WILL VARY.
11. Write a word in which <y>is a vowel: ANSWERS WILL VARY.
12. Write a word in which < u > is a vowel: ANSWERS WILL VARY.
13. Write a word in which <w>is a vowel: ANSWERS WILL VARY.



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

klaw	<u>walk</u>	thiew	<u>white</u>
tenx	<u>next</u>	ruet	<u>true</u>
ptso	<u>stop*</u>	tique	<u>quite**</u>
ehongu	<u>enough</u>	yeerv	<u>every</u>
enequ	<u>queen</u>	sawaly	<u>always</u>
enmow	<u>women</u>	dulow	<u>would</u>
gungaela	<u>language</u>	witer	<u>write</u>

* Or *pots, post, opts, tops, spot*

** Or *quiet*

Teaching Notes.

- a. Word Scrambles again get students looking carefully for and at words from the current lessons. They can also help students develop a better sense of the normal patterns of consonants and vowels in English words. For instance, in this Scrambles they could recognize that <lk>, <kw>, <wk>and the like are not likely opening strings in the word they are trying to unscramble. In *enough* they can begin to see that <gh>is a common combination. In time working Scrambles can help them see such things as the fact that many words end in silent final <e>and that <y>tends to be either at the beginning or the end. All such things are part of the wide realm of tactical information that good spellers should have.

1.7 Lesson Seven

Test One

TABLE 1.24:

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

Teaching Notes.

- In tests like the ones in the *Basic Speller* the analysis in the right-hand column is usually of more interest and importance than are the ten spellings in the left-hand column. Students should be encouraged to spell the words as best they can when they are called. After all ten words have been called, the students should be given time to do the analysis asked for in the right-hand column. They should be told that if in the course of doing that analysis they should change their mind about how to spell the word, they should cross it out and respell it in the left-hand column. They may occasionally need to have one or more words re-called for them if they do change their minds during the analysis. When words are called, they should be pronounced, then used in a sentence, then pronounced again. It is best to avoid any artificial, “spelling list” pronunciation: Call the word clearly, but as it would be pronounced in normal conversation. This causes many of the unstressed vowels to reduce to a sound like “uh” (the schwa sound). Students may try to get you to repronounce the word less naturally with the vowel more clearly distinguished. Resist their entreaties. It is important that they learn to spell the words as they normally hear them. When coming up with sentences for the words, it is sometimes fun to try to come up with ten sentences that tie together to tell a kind of story.
- The spelling of *women* is odd in that the <o>spells a short < i > sound. The history and rationale of the *woman, women* pair is discussed in *AES*, section 14.4.2, on page 228.
- The spelling of *its* can be confused with that of *it’s*. These two words are discussed in Lesson 20 of Book 6 of the *Basic Speller*. But the main point is simple: *Its* belongs to the group of possessives that includes *his*: “The dog at its dinner” vs. “The boy ate his dinner.” There is no apostrophe in *his*, and there is no apostrophe in this *its*. On the other hand, *it’s* belongs to the group of contractions that includes *she’s*: “It’s a clown” vs. “She’s a clown.” In *it’s* and *she’s* the apostrophes show that there is something left out of each one, namely the < i > in *is*. There is an apostrophe in *she’s*, and there is one in this *it’s*.

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 1.25:

	How many letters?	How many sounds?
above	5	4
below	5	4
always	6	5
know	4	2
seventy	7	7
queen	5	4
because	7	5
before	6	5
bridge	6	4
knee	4	2
would	5	3
through	6	4

Watch the Middles!

TABLE 1.26:

writes	
write	s
<i>write</i>	s
<i>write</i>	s
<i>writes</i>	

TABLE 1.27:

whoever	
who	<i>ever</i>
<i>who</i>	ever
<i>who</i>	<i>ever</i>
<i>whoever</i>	

TABLE 1.28:

because	
be	<i>cause</i>
<i>be</i>	cause
<i>be</i>	<i>cause</i>
<i>because</i>	

TABLE 1.29:

before	
be	<i>fore</i>
<i>be</i>	fore
<i>be</i>	<i>fore</i>
<i>before</i>	

TABLE 1.30:

government	
govern	<i>ment</i>
<i>govern</i>	ment
<i>govern</i>	<i>ment</i>
<i>government</i>	

TABLE 1.31:

wouldn't	
would	<i>n't</i>
<i>would</i>	n't
<i>would</i>	<i>n't</i>
<i>wouldn't</i>	

Teaching Notes.

1. Hearing the individual sounds in words can be difficult for some students. In cases of great bafflement it may be necessary for you at first to sound out the words, sound by sound. Some students would probably benefit from a bit more practice than this lesson entails. With just a little practice even students who start out baffled usually get quite adept at counting sounds. On the other hand, it is probably not necessary to fret too much. The point of this sound-counting exercise is simply to underline the difference between sounds and letters. And after Lesson 10 the ability to count sounds is not assumed in any later work in the *Basic Speller*.

2. There are nearly always more letters than there are sounds in English words. *Seventy*, with an equal number of

each, is somewhat unusual. The only case where you would have more sounds than letters would be in words with the letter <x>, which when it comes in the middle or at the end of words, spells either of two composite sounds [ks] or [gz]. Thus *fix* has three letters but four sounds: [fiks].

There are two main reasons that there are nearly always more letters than sounds: (i) English contains many vowel and consonant digraphs, or two-letter combinations that spell a single sound, like the vowel digraph <ea> and the consonant digraph <th> in a word like *breath*. (English even contains some trigraphs, like the <iou> in *gracious* or the <sch> in *schlemiel*.) (ii) For various reasons many words contain letters that are not pronounced. Most of these were pronounced in the past but are now not; some apparently never were pronounced. The most common of these silent letters is the silent final <e> in words like *above* and *because*. For more on digraphs and English sounds, see *AES*, pp. 201-212.

3. Watch the Middles. The *be* in *because* was originally *by* in the phrase *by cause*. The spelling may have changed because people assumed it should be one of the prefixes spelled <be>, which are common in verbs like *become*, *besiege*, *befriend* and in adverbs and prepositions like *behind*, *between* — and *before*.

The *-ment* in *government* is a very common suffix for making nouns, as in *refreshment*, *ornament*, *fragment*, etc. Students will study *-ment* in Book Five. The *n't* in *wouldn't* is the contraction of *not*. Students will study such contractions in Book 5, Lesson 36.

1.9 Lesson Nine

Writing Letters and Sounds

1. When we talk about **letters**, we put pointed brackets around them, 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], [I], [s]. And we call sounds by names that sound just like the sounds themselves:

The sound [e] is “eh.”

The sound [I] is “II.”

The sound [s] is “ss.”

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

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

3. In the word *enough* you see the letters <e>, <n>, <o>, <u>, <g>, and <h>.

4. In the word *thought* you see the letters <t>, <h>, <o>, <u>, <g>, <h>, and <t>.

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

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

7. Is [I] called “ell” or “II”? “II”.

8. Is <m> called “em” or “mm”? “em”.

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

10. In the word *sell* you hear the sounds [s], [e], and [l].

11. In the word *less* you hear the sounds [l], [e], and [s].



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:

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

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

Teaching Notes.

1. It's important that the students understand the two main points of this lesson: The first point is that when we **write** about letters, we mark them with pointed brackets, but when we write about sounds, we mark them with square brackets. The second point is that when we **talk** about letters, we refer to them by their alphabet names but, when we talk about sounds, we refer to them by their actual sounds. This is an important distinction: For one thing it is part of keeping straight the difference between sounds and their letter spellings. For another, later on, when we study more of the speech sounds, we need to be able to talk easily and clearly about, say, that short <e>sound, [e] (pronounced "eh") in a word like *bet* and the long <e>sound, [ē] (pronounced "ee") in a word like *beat*.

Apparently not all letters' alphabet names have conventionalized spellings. *Webster's Third Unabridged* lists the following for the consonants, the letters in parentheses being optional: *be(e)*, *ce(e)*, *de(e)*, *ef(f)*, *ge(e)* pronounced [jē], *aitch*, *jay*, *ka(y)*, *el*, *em*, *en*, *pe(e)*, *cue*, *ar*, *es (s)*, *tee*, *ve(e)*, *double-u*, *ex*, *wy(e)*, *zee*. The four letters that are always vowels — < a >, < e >, < i > and < o > — and < u > apparently have no regular spelled-out names. (Oddly, *oh* is listed with the meaning "zero," due to the similarity between zero and the letter < o >, but *oh* is not defined as meaning the letter < o > itself.)

2. You may also want to point out to the students that we use the square brackets when we write out the sounds of an entire word, so we would write out the spoken form of the word *else* this way: [els].

3. This is the youngsters' first Word Changes. The objectives of this reinforcer are (i) as usual, to give the students more and varied work with words and concepts from their current lessons and (ii) to give them some practice in following detailed instructions carefully and in keeping track of precise information, as in phrases like "the ninth letter in the alphabet." If there is no copy of the alphabet up in the room, it may be useful for the students to have one when they are counting letters for Word Changes.

You may want to point out to them that in the change from *quick* to *duck*, the letter < u > changes from a consonant to a vowel.

1.10 Lesson Ten

Practice with Vowel and Consonant Letters and Sounds

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

TABLE 1.32:

	How many letters?	How many vowel letters?	How many consonant letters?	How many sounds?
penguin	7	2	5	7
village	7	3	4	5
might	5	1	4	3
those	5	2	3	3
would	5	2	3	3
write	5	2	3	3
knows	5	2	3	3
chance	6	2	4	4
always	6	3	3	5
height	6	2	4	3
voted	5	2	3	5
quick	5	1	4	4
enough	6	3	3	4
whose	5	2	3	3
phone	5	2	3	3

2. What do we mark with the letter <v>? Vowel letters
3. What do we mark with the letter <c>? Consonant letters
4. What four letters are always vowels? <a>, <e>, <i>, and <o>.
5. What three letters are sometimes vowels, sometimes consonants? <u>, <w>, and <y>
6. Which one of these is a sound — [n] or <n>? [n]
7. Which one of these is a letter — [k] or <k>? <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

	B	E	L	O	W		S		
		P			H	A	P	P	Y
Y	E	L	L	O	W		R		
	O	P	A	G	E		I		
	P	L					S		
	E					Q			
B						U			
R						I			
O						C			
T						K			
H		H	O	P	E	N	G	U	I
E			P	E	N				
R									
S	I	S	T	E	R	S			

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

- below
- brothers
- pets
- happy
- hop
- paae
- penauin
- people
- quick
- sisters
- surprise
- yellow

Teaching Notes.

1. The alphabetizing exercise in the Word Find is simply to give the students some work with their alphabetizing skills, which will be important to future dictionary work. It is also part of the general effort to get them used to keeping track of information and displaying it in an orderly way, alphabetized lists often providing surprisingly useful organizations and displays.

This Find contains a number of words that start with consonants but are not on the list, enough for a bit of competition among the early-finishers.

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 < b >

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

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

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

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

Now try these:

8. The word *favor* contains two vowel letters: < a > and < o >

9. *Join* contains two consonant letters: < j >. or < J > and < n >

10. *Write* contains three consonant letters: < w >, < r >, and < t >

11. The word *what* contains three consonant letters: < w >, < h >, and < t >

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

- Write the word *toot*: toot
- Take away the second vowel and change the second consonant to a < p >: top
- Change the first consonant in the word to the second consonant in the alphabet: cop
- 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: pick

- e. Change the first consonant in the word to the eleventh letter in the alphabet: kick
- f. Change the first <k> to the letter that comes right after it in the alphabet: lick
- 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: lip
- h. Change the first consonant in the word to the letter that comes four places after it in the alphabet: pip
- i. Change the middle letter in the word to an <o>: pop

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

Teaching Notes.

1. The most important and probably difficult thing in this lesson is continuing to keep the calling of sounds distinct from the calling of letters. Remember that sounds in square brackets are called by the sounds themselves. Thus, the symbol “[p]” is pronounced just like the sound itself, [p], though you will probably find that when you say it, a little puff comes out at the end so that you end up saying something more like “puh.” That soft “uh” like sound is usually described as a schwa, written phonetically as [ə]. That same puff, or schwa sound, is hard to avoid in all of the sounds in this lesson: [p], [b], [t], [d], [k], and [g]. Don’t worry about it too much. It is quite all right to pronounce [p] as “puh”, or [p]; just don’t pronounce it as [pē], which is the pronunciation of the name of the alphabet letter, not the sound. The same holds for the sound [b], pronounced [b], versus the letter < b >, pronounced [bē], and [t] versus [tē], [d] versus [dē], [k] versus [kā], and [g] versus [jē].

These six sounds are all called **stops**, because when we pronounce them, we stop the flow of air through our mouths momentarily and then release it quickly. (That release is what causes the puff at the end.) The treatment of consonant sounds and their spellings starts with these stops because the front stops, which are pronounced toward the front of the mouth [p], [b], [t], and [d] have quite simple and highly predictable spellings. The spellings of the velar, or back, stop [g] are a bit more complicated, and those of the other back stop, [k], are perhaps the most complex of all English consonants. In these opening lessons we introduce the students to just the two or three major spellings of each sound. Later lessons deal in more detail with major and minor spellings of each sound and with the patterns that determine how to select the proper spelling: For the spellings of [p] see Book Four, lessons 39-40, 42-43; for the spellings of [b], see Book Five, lessons 17-19; for [t], see Book Four, lessons 21-24, 26-31; for [d], see Book 5, lessons 23-27; for [g], see Book Six, lessons 35-39; and for the complicated [k], see Book Seven, lessons 9-16 and 18-22. For even more on the stops and their spellings, see *AES*: pp. 327-49 for the front stops and pp. 350-72 for the back, or velar, stops.

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:

o <u>p</u> en	a <u>p</u> pear	s <u>p</u> aghetti	<u>p</u> urple
<u>p</u> uppies	<u>p</u> icture	<u>p</u> erfect	<u>a</u> pple
helicopter	<u>p</u> eople	stop <u>p</u> ed	im <u>p</u> ortant
<u>p</u> revent	<u>p</u> laces	u <u>p</u> on	zip <u>p</u> er

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

TABLE 1.33: Words with [p] spelled ...

< p >		<pp>
<i>open</i>	<i>places</i>	<i>puppies</i>
<i>puppies</i>	<i>spaghetti</i>	<i>appear</i>
<i>helicopter</i>	<i>perfect</i>	<i>stopped</i>
<i>prevent</i>	<i>upon</i>	<i>apple</i>
<i>picture</i>	<i>purple</i>	<i>zipper</i>
<i>people</i>	<i>important</i>	

9. Two ways of spelling [p] are < p > and < pp >.



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.

TABLE 1.34:

prevent

pre	<i>vent</i>
<i>pre</i>	vent
<i>pre</i>	<i>vent</i>
<i>prevent</i>	

TABLE 1.35:

perfect

per	<i>fect</i>
<i>per</i>	fect
<i>per</i>	<i>fect</i>
<i>perfect</i>	

TABLE 1.36:

appear

ap	<i>pear</i>
<i>ap</i>	pear
<i>ap</i>	<i>pear</i>
<i>appear</i>	

TABLE 1.37:

surprise

sur	<i>prise</i>
<i>sur</i>	prise
<i>sur</i>	<i>prise</i>
<i>surprise</i>	

TABLE 1.38:

purples

purple	<i>s</i>
<i>purple</i>	s
<i>purple</i>	<i>s</i>
<i>purples</i>	

TABLE 1.39:

picture

pict	<i>ure</i>
<i>pict</i>	ure
<i>pict</i>	<i>ure</i>
<i>picture</i>	

Teaching Notes.

1. In Item 5 if the question comes up as to whether [k] is being spelled <q>or <qu>, point out that *quiet* is pronounced [ˈkwīt], so that the < u > is spelling [w], which leaves only the <q>to spell [k]. In some words with <qu>the < u > does not spell [w]: In *mosquito*, for instance, the pronunciation is [msˈkētō], with no [w]. So in *mosquito* we would say that [k] is spelled <qu>, but in *quiet*, with the < u > spelling [w], we have only the <q>to spell [k].

2. The two spellings < p > and <pp>account for more than 99% of the occurrences of [p]. And Lessons 39-40 of Book Four show how we can predict with certainty when to use < p > and when to use <pp>. The other less than 1% of the occurrences of [p] are in some pronunciations of *diphtheria*, *diphthong*, and *naphtha*, in all of which [p] is spelled <ph>; in *subpoena*, in which [p] is spelled <bp>; and in *hiccough*, in which we apparently must say that [p] is spelled <gh>, though *hiccough* has the more regular spelling *hiccup*. For more on these very minor spellings of [p], see section 26.3.2, pp. 334-35, of *AES*.

3. Watch the Middles. Notice that sometimes the meaning you get by adding up the meanings of the word parts is different from the current meaning of the word as a whole. Usually, however, there is a logical enough connection. In *prevent*, for instance, *pre-* is a prefix that means “before, early” and occurs in dozens of words,including *preschool*, *prehistoric*, *premature*, *prepaid*, etc. The root meaning of the base *ventis* “come.” The parts of *prevent*, then, add up to “to come before” or “to come early.” It is not too far from that root meaning to the word’s current meaning of “to hinder, stop, avert.”

In *appear* *ap-* is a form of the prefix *ad-*, meaning “to, toward,” with which students will work in Book Four. The base *pear* “show” occurs only in *appear*. It is related to the base *par* in *apparent* and *apparition*; it is not related to the word *pear* meaning a kind of fruit.

In *perfect* the prefix *per-* means “thorough, thoroughly”; the base *fect* “make, do” occurs in words like *affect*, *confection*, *defect*, *effective*, *infected*.

In *surprise* *sur-* is a prefix meaning “over, above, in addition.” It occurs in words like *surmount*, *surplus*, *surtax*, *survive*. The base *prise* means “take” and occurs in words like *apprise*, *comprise*, *enterprise*, *reprisal*

In *picture* *pict* means “paint” and occurs in words like *depict* and *pictorial*. The suffix *-ure* forms nouns and occurs in words like *pressure*, *culture*, *pleasure*.

1.13 Lesson Thirteen

The Consonant Sound [b]

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

<u>b</u> lue	<u>b</u> elow	<u>b</u> ridge	<u>a</u> bout
<u>a</u> bove	<u>b</u> ecause	<u>r</u> ab <u>b</u> it	<u>n</u> um <u>b</u> er
<u>b</u> etween	<u>b</u> ubble	<u>b</u> efore	<u>b</u> rother
<u>b</u> etter	<u>c</u> ab <u>b</u> age	<u>r</u> ob <u>b</u> er	<u>b</u> eh <u>i</u> nd
<u>h</u> ob <u>b</u> y	<u>b</u> o <u>o</u> k <u>s</u>	<u>b</u> ot <u>t</u> om	<u>c</u> ra <u>b</u> b <u>y</u>

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

TABLE 1.40: Words with [b] spelled ...

< b >		<bb>
<i>blue</i>	<i>bridge</i>	<i>hobby</i>
<i>above</i>	<i>before</i>	<i>bubble</i>
<i>between</i>	<i>bottom</i>	<i>cabbage</i>
<i>better</i>	<i>about</i>	<i>rabbit</i>
<i>below</i>	<i>number</i>	<i>robber</i>
<i>because</i>	<i>brother</i>	<i>crabby</i>
<i>bubble</i>	<i>behind</i>	
<i>books</i>		

3. Two ways of spelling the sound [b] are < b > and <bb>.

4. Two ways of spelling the sound [p] are < p > and <pp> 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

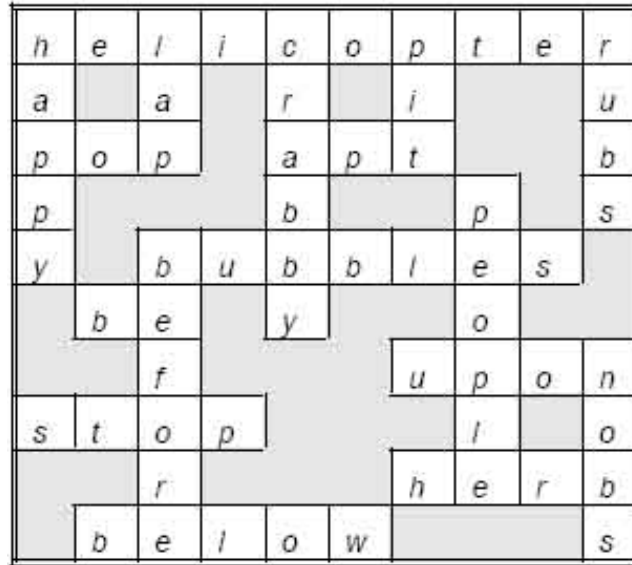
Four-letter words: upon, stop, herb, rubs, nobs

Five-letter words: below, happy

Six-letter words: before, crabby, people

Seven-letter word: bubbles

Ten-letter word: helicopter



Teaching Notes.

- About 95% of the time [b] is spelled < b > and more than 99% of the time it is spelled either < b > or <bb >. Lessons 17-19 of Book Five show how we can predict with certainty when to choose < b > and when to choose <bb >. The only other known spelling of [b] is <pb> in the words *cupboard*, *clapboard*, *raspberry*, and *Campbell*. This <pb>spelling of [b] is the mirror image of the <bp>spelling of [p] in *subpoena*, and it is produced by the same phenomenon: When two stop sounds that are produced at the same point in the mouth come right next to one another in a word, the first sound gets dropped, though the letter often stays in the spelling. (The stops [p] and [b], called **bilabial stops**, are both pronounced at the two lips.)
- In this Word Squares the two words *stop* and *upon* can involve the students in that logic of implication that was discussed earlier: If they try to fill in the *stop* row before the *upon* row, they will not have enough information to choose with certainty between *stop* and *upon*, since the only thing they can know about the word is that it is a four-letter word with the next-to-last letter an <o>, and both *stop* and *upon* fit that description. They can, however, get enough information about the *upon* row to choose *upon* with certainty, leaving only *stop* for the *stop* row.

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 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:

TABLE 1.41: Words with [t] spelled ...

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

3. Two ways of spelling the sound [t] are <t> and <tt>

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

sur <u>p</u> rise	im <u>p</u> ort <u>a</u> n <u>t</u>	h <u>e</u> l <u>p</u>	ap <u>p</u> ear
ab <u>o</u> u <u>t</u>	h <u>o</u> b <u>b</u> y	b <u>e</u> ca <u>u</u> s <u>e</u>	b <u>r</u> id <u>g</u> e
pr <u>e</u> vent	b <u>e</u> t <u>w</u> ee <u>n</u>	b <u>o</u> tt <u>l</u> e	ri <u>b</u> bon

5. Sort the words into these three groups:

TABLE 1.42: The words with ...

[p] spelled < p >	[b] spelled < b >	[t] spelled <t>
<i>sur<u>p</u>rise</i>	<i>ab<u>o</u>u<u>t</u></i>	<i>im<u>p</u>ort<u>a</u>n<u>t</u></i>

TABLE 1.42: (continued)

[p] spelled < p >
important
help
prevent

[b] spelled < b >
because
bridge
between
bottle

[t] spelled <t>
about
prevent
between

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

appear

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

bottle

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

hobby

ribbon

9. Two ways of spelling [p] are < p > and <pp>

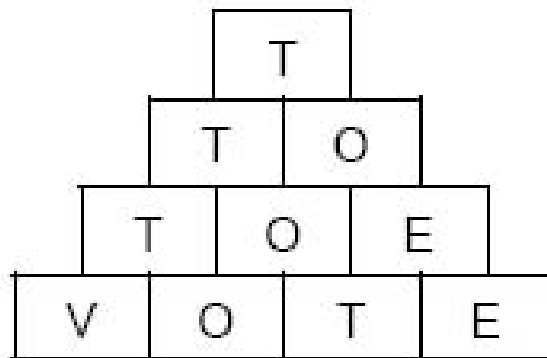
10. Two ways of spelling [b] are < b > and <bb>

11. Two ways of spelling [t] are <t> and <tt>

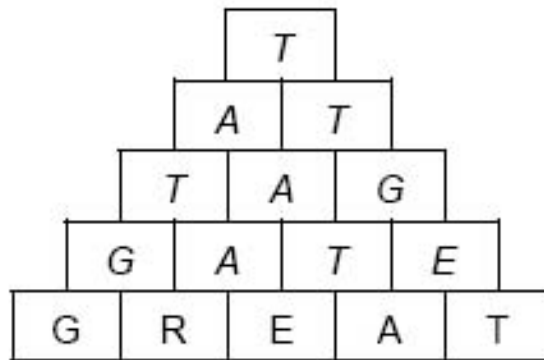
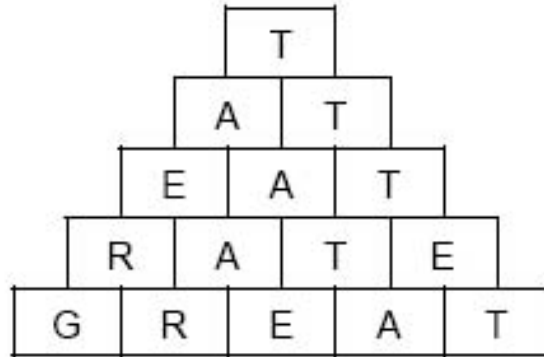


Word Pyramids. In a Word Pyramid you pile shorter words on top of longer ones to form a pyramid. We give you the bottom and longest word. Your job is to take one letter away from that word and rearrange the letters to form a new word that is one letter shorter than the one below it. You keep doing that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

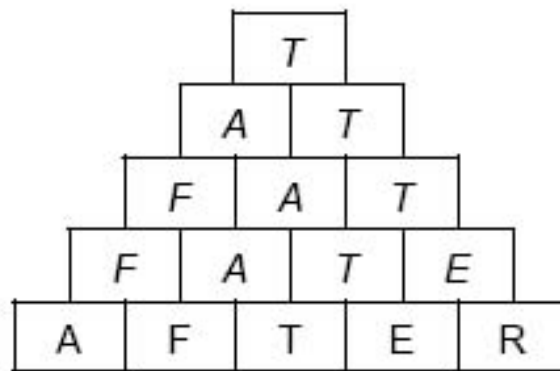
In the Word Pyramid below, each word must contain the sound [t] spelled <t>. The only three-letter word you can make out of *vote* is *toe*, which does contain <t> and goes right above *vote*. The only two-letter word you can make from *toe* is *to*. The only one-letter word with <t>, is *T*, which is 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:



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>:



Here is another Pyramid with words that contain [t] spelled <t>:



Teaching Notes.

1. About 95% of the time [t] is spelled <t>, and nearly 99% of the time it is either <t> or <tt>. But after that fine start things get rather complicated, as lessons 21-24 and 26-31 of Book Four spell out. As a quick preview, consider the different spellings of [t] in, say, *kissed*, *Thomas*, *thyme*, *doubt*, *debt*, *pterosaur*, *receipt*, *indict*, *veldt*, *fought*, *yacht*, and *two*!

2. If you listen carefully to your students', or perhaps your own, pronunciation of the words in Item 1 of the lesson that contain <t> or <tt>, you may detect a sound in some of them more like [d] than [t]. This pronunciation is most common in words like *hotter*, *little*, *gotten*, *better*, *bottle*, and *setting* or like *later* and *plating*. The pattern here is that

if the <t> or <tt> has a stressed vowel right in front of it and an unstressed vowel right after it, it tends to become something in between [d] and [t] that linguists call a flap-[d]. The word *flap* is meant to indicate that it is a sound somewhat quicker than a full [d]. Technically, what is happening is that the [t], which is normally a voiceless sound (that is, pronounced with no vibration of the vocal cords), picks up some voicing (or vibration of the vocal cords) from the surrounding vowels, which are voiced. (In less technical terms, we tend to start the cords buzzing with the preceding vowel and just keep them buzzing through the following vowel, rather than turning them on, then off for the [t], then on again.) Since [d] is the voiced counterpart of the voiceless [t], the result is a pronunciation of [t] that sounds like [d]. Most desk dictionaries show the sound spelled <t> and <tt> in such words as [t], ignoring the flap-[d] pronunciation. But Webster's Third International Unabridged gives both [d] and [t] as pronunciations for them.

This technical point is obviously not something to inflict on youngsters. It is mentioned here simply to encourage you to resist any temptation you may have to correct the pronunciation of students who seem to have more of a [d] than a [t] in their pronunciation of such words. They have *Webster's Third* and professional linguists on their side! Also, it is remotely possible that a student may notice the variation and ask about it. In case of such an astonishing event, I recommend that you praise the student for having a good ear, indeed, and explain that it is true that in such words as *hotter* and the others the [t] can begin to sound more like a [d], but that since the spelling is <t> or <tt>, we (and most dictionaries) choose to treat the pronunciation as a [t]. For more on the flap-[d], see *AES*, pp. 338-39, and for the related flap-[t], see *AES*, pp. 342-43. (The flap-[t] is the thing that can sneak in between the [n] and the [s] of, say, *sense*, causing it to rhyme with *cents*.)

Word Pyramids. There are different legitimate solutions to most Word Pyramids. The minimum requirements are that each word used must be listed in a reputable dictionary and must contain the target spelling feature. For instance, in the last Pyramid above, the following four-letter words with <t> can be spelled from the letters in *after*, *fate*, *feat*, *feta*, *frat*, *raft*, *rate*, *tare*, *tear*. (You can decide how to handle the unfortunate possibility *fart*.) All of these four-letter words contain three-letter words that in turn contain two-letter words—*fat*, *rat*, and *aft*, for instance. So all eight can lead to legitimate solutions. But *after* also contains the less-common four-letter <t> words *fret*, *reft*, and *tref*, each of which contains only the three-letter <t> words *eft* and *ret*. Neither *eft* nor *ret* contains any two-letter words that contain <t>. So *fret*, *reft*, and *tref* cannot lead to a solution.

Notice that in those Pyramids that require each word to contain a specific letter, the top space must always be that specific letter. Dictionaries treat all letters as if they were words, giving their pronunciations, plural forms, and parts of speech.

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]:

<u>d</u> ucks	holid <u>a</u> y	<u>d</u> iffering	mudd <u>y</u>
ar <u>o</u> und	childr <u>e</u> n	<u>d</u> idn't	vot <u>e</u> d
add	mid <u>d</u> le	sudd <u>e</u> n	board
good	found	behind	said
bey <u>o</u> nd	stud <u>y</u>	<u>d</u> anger	und <u>e</u> r
world	dadd <u>y</u>	hidd <u>e</u> n	redd <u>e</u> st

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

TABLE 1.43: Words with the [d] spelled ...

<d>

ducks
around
good
beyond
world
holiday
children
found
study

daddy
differing
didn't
behind
danger
voted
board
said
under

< dd >

add
middle
daddy
sudden
hidden
muddy
reddest

3. Two ways of spelling the sound [d] are <d> and < dd >



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	said	muddy
under	today	study	daddy	do
hidden	sudden	middle	add	had

D M
 C H I L D R E N U
 F A D D Y
 F E D Y
 R Y T
 E O U
 N D H N
 T S A I D
 H A D Y D E
 S D F O U N D M N
 T O I
 S U D D E N D
 D D
 Y L
 E

Words in alphabetical order:

- a. add
- b. children
- c. daddy
- d. different
- e. do
- f. found
- g. had
- h. hidden
- i. middle
- j. muddy
- k. said
- l. study
- m. sudden
- n. today
- o. under

Teaching Notes.

- a. More than 99% of the time [d] is spelled <d> or <dd>. Two important minor spellings of [d] are <ed> in the past tense suffix *-ed* (as in *spelled* and *rubbed*) and <ld> in the four words *could*, *should*, *would*, *solder*. It is worth noticing that in certain strings of consonants, with an [n] or [l] right in front of it and especially with a fricative like [z] or [f] right after it, [d] can easily get lost in the pronunciation, as in words like *lends*, *fields*, *grandfather*— and *handkerchief*. Students who routinely leave out the [d] when they pronounce such words (or hear the [d] routinely left out) may have extra trouble remembering to put in the <d> when they spell them.

1.16 Lesson Sixteen

Test Two

TABLE 1.44:

Words:

0. *brother*
1. blue
2. page
3. below
4. year
5. would
6. quick
7. always
8. under
9. enough
10. people

Fill in the blanks:

- [b] = < *b* >
 [b] = < *b* >
 [P] = < *p* >
 <w>= v or c? v
 <y>= v or c? c
 < u > = v or c? v
 < u > = v or c? c
 <w>= v or c? c; <y>= v or c? v
 < u > = v or c? v
 < u > = v or c? v
 [p] = < *p* > and < *p* >

Teaching Notes.

1. It may be useful to follow up the four items dealing with < u > in class discussion. For instance, you might ask how we know that the < u > in *would* is a vowel (Answer: because it is not spelling the consonant sound [w] nor is it following the letter <q>). The same is true for the < u > in *under* and *enough*. How do we know that the < u > in *quick* is a consonant? (because it spells the sound [w] and it follows <q>, either of which conditions is enough to make it a consonant). You could then ask for examples of words in which < u > is a consonant but does not follow <q>(*language, penguin, extinguish, jaguar, persuade, etc.* — and *pueblo*) or of words in which < u > is a consonant but does not spell [w] (*mosquito, antique, grotesque, mosque, unique, bouquet, croquet, etc.*). For more information, see the teaching notes for Lesson 4.

This kind of word hunt could be the stuff of a regular bulletin board project: As students find words of the type being hunted for that week, they write them down on a list on the bulletin board and initial them. At the end of the week the champion word hunter is crowned.

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:

TABLE 1.45:

	Left Column	Right Column
Top Row		
Bottom Row		

3. We can also number the little squares:

TABLE 1.46:

	Left Column	Right Column
Top Row	Square #1	Square #2
Bottom Row	Square #4	Square #3

4. Squares #1 and #2 make up the top row. Which two squares make up the bottom row? #3 and #4
5. Squares #1 and #3 make up the left column. Which two squares make up the right column? #2 and #4
6. The left column and the top row overlap in Square #1. In what square do the left column and the bottom row overlap? Square #3
7. What column and row overlap in square #4? Right column and bottom row

Teaching Notes.

1. Two-dimensional matrixes like the four-square models introduced in this lesson are used extensively in upcoming lessons. They are a very powerful tool for helping students solve the kinds of problems posed for them in the *Basic Speller*. Nearly always in solving these problems the students must notice how two different conditions either do or do not occur together. Two-dimensional matrixes make that job easier.

Because matrixes are so important to upcoming lessons, it is crucial that the students understand the basic concepts introduced in this lesson: What a column is. What a row is. How a square is created when a column and a row overlap. Most students seem to catch on to the basic idea of matrixes very readily. If anyone is having trouble, you might find it useful to point out that they operate just like a multiplication table. In fact, a multiplication table is nothing but a two-dimensional matrix with a lot of rows and columns:

	2	3	4	5	6
2	4	6	8	10	12
3	6	9	12	15	18
4	8	12	16	20	24
5	10	15	20	25	30
6	12	18	24	30	36

You might point out that these matrixes are all over the place: Your attendance sheet is probably a two-dimensional matrix, so too any progress charts you may keep on the bulletin board. A monthly calendar is a two-dimensional matrix; it is just that we usually don't bother to label the rows. The columns are labeled with the days of the week.

An informal matrix hunt might turn up some surprising examples. And such hunts are quite powerful teaching and learning strategies since the ability to identify a new, and perhaps slightly different, instance is an excellent sign of mastery of the general concept.

1.18 Lesson Eighteen

Using a Matrix

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

TABLE 1.47:

	Left Column: Words with [d]	Right Column: Words with no [d]
Top Row: Words with [t]	<i>voted</i> <i>today</i> <i>study</i> <i>toward</i> <i>different</i>	<i>write</i> <i>touches</i> <i>bottle</i> <i>seventy</i> <i>perfect</i>
	Square #1	Square #2
Bottom Row: Words with no [t]:	<i>holiday</i> <i>sudden</i> <i>board</i> <i>world</i>	<i>laugh</i> <i>queen</i> <i>surprise</i> <i>number</i>
	Square #3	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? *holiday*

5. Does it have a [d]? Yes Does it have a [t]? No

6. Be ready to talk about these questions:

Why do we put *holiday* in Square #3? Because it has a [d] but no [t].

Why do we put *laugh* in Square #4? Because it has neither a [d] nor a [t].

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? Up and down the page

8. What direction do rows go on the page? Across the page, left and right



Word Scrambles. Unscramble these letters to spell some of the words in this lesson. Some of them are quite hard, so we've left you some doodling space:

dudens	<u>sudden</u>	remunb	<u>number</u>
dusty	<u>study</u>	ardob	<u>board</u>
dowart	<u>toward</u>	dahoily	<u>holiday</u>
trafe	<u>after</u>	lahug	<u>laugh</u>
driftneef	<u>different</u>	prerussi	<u>surprise</u>

Teaching Notes.

1. This lesson demonstrates how the matrix can help sort out words on the basis of whether two different conditions (in this case the presence of [d] or [t]) occur together in the word, whether one occurs without the other, or whether neither occurs.

If your arithmetic program has the students working with sets, you could point out that a square in a matrix is a set. So a matrix is a set of sets.

2. The words *voted* in Item 1 and *bottle* in Item 6 could raise again the possible confusion caused by the flap-[d]. If a student should ask something like, "I hear a [d] in the middle of *bottle*, not a [t], so why don't we put it into Square #3 instead of Square #2?," congratulate him or her for a sharp eye and a good question and remind the class that earlier we agreed that although that sound is a bit like [d] and a bit like [t], we are going to call it [t] because it is spelled <t> or <tt> and most dictionaries show it as [t].

3. If you would like to do some additional sorting with this matrix, here are some other words from recent lessons that contain [t] and/or [d] and a few that contain neither:

[d] and [t]: didn't, reddest, wouldn't

[t] only: helicopter, matrix, sister, important, stopped (notice the final [t] spelled <ed>)

[d] only: behind, children, holiday, middle, under

neither [d] nor [t]: penguin, people, column, row

1.19 Lesson Nineteen

Practice with Matrixes

- Two ways of spelling [d] are <d> and <dd>
- Two ways of spelling [t] are <t> and <tt>
- 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

TABLE 1.48:

Words with [t]	Words with [d]	Words with no [d]
	<i>lasted</i>	<i>after</i>
	<i>toward</i>	<i>bottle</i>
	<i>didn't</i>	<i>between</i>
	<i>drifting</i>	<i>bottom</i>
	<i>study</i>	<i>hotter</i>
	<i>different</i>	
Words with no [t]	<i>around</i>	
	<i>daddy</i>	
	<i>hidden</i>	
	<i>board</i>	
	<i>behind</i>	

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

<i>lasted</i>	<i>toward</i>	<i>didn't</i>
<i>drifting</i>	<i>study</i>	<i>different</i>

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

<i>after</i>	<i>bottle</i>	<i>between</i>
<i>bottom</i>	<i>hotter</i>	

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

around
board

daddy
behind

hidden



Watch the Middles!

TABLE 1.49:

differ	
dif	<i>fer</i>
<i>dif</i>	fer
<i>dif</i>	<i>fer</i>
<i>differ</i>	

TABLE 1.50:

toward	
to	<i>ward</i>
<i>to</i>	ward
<i>to</i>	<i>ward</i>
<i>toward</i>	

TABLE 1.51:

touches	
touch	<i>es</i>
<i>touch</i>	es
<i>touch</i>	<i>es</i>
<i>touches</i>	

TABLE 1.52:

between	
be	<i>tween</i>
<i>be</i>	tween
<i>be</i>	<i>tween</i>
<i>between</i>	

Teaching Notes.

Watch the Middles. In *differ* the prefix *dif-* is a form of *dis-* and means “apart.” The base *fer* means “carry, bear” and occurs in words like *conference*, *defer*, *referee*, *suffer*.

In *touches* *-es* is a form of the suffix *-s*, which students will study in Book Two.

In *toward* *to* is the preposition *to*; *ward* is a suffix meaning “in a specified direction.”

In *between* *be-* is the prefix that indicates position near or at; *tween* occurs only in the rare *tween*, *tweeny*, meaning an older pre-teenager, a word formed from *between*. In *between* the base *tween* carries the meaning “two” and is related to several other <tw>words containing the meaning “two”: *two*, *twelve*, *twenty*, *twin*, *twilight*, etc.

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

TABLE 1.53: Words with ...

short < a >		long < a >	
<i>magic</i>	<i>apple</i>	<i>favor</i>	<i>same</i>
<i>chance</i>	<i>scratch</i>	<i>name</i>	<i>station</i>
<i>happy</i>	<i>than</i>	<i>place</i>	<i>someday</i>
<i>laugh</i>	<i>last</i>	<i>came</i>	<i>take</i>

3. Say *bet* and *beat* a few times. The sound the < e > spells in *bet* is **short** < e >. The sound the < ea > spells in *beat* 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

TABLE 1.54: Words with . . .

short < e >		long < e >	
<i>help</i>	<i>question</i>	<i>queen</i>	<i>these</i>
<i>get</i>	<i>rent</i>	<i>three</i>	<i>seat</i>
<i>best</i>	<i>then</i>	<i>she</i>	<i>believe</i>
<i>yellow</i>	<i>seven</i>	<i>teacher</i>	<i>leave</i>



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

```

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

Teaching Notes.

- It is important in this and subsequent lessons to be consistent with the pronunciation of the names of sounds and letters: In the next lesson the students will learn to write short < a > phonetically as [a], long < a > as [ā], short < e > as [e], and long < e > as [ē]. Remember that the phrases “short < a >” and “short < e >” rhyme with “short day” and “short plea,” but the sounds referred to by those phrases, [a] and [e], are quite different: When we are reading aloud the symbols “[a]” or “[e]”, we refer to them with the vowel sounds that you hear in the middle of words like *bat* and *bet*. Thus short < e > is pronounced something like “eh”. Although **long** vowel sounds are usually identical in sound to the pronunciation of the alphabet names of the letters used in square brackets to symbolize them, **short** vowel sounds are always quite different in sound from the pronunciation of the alphabet names of the letters used in square brackets to symbolize them.
- It is worth concentrating some on the distinction between short < a > and short < e >. Enough college students confuse the words *than* and *then* often enough in their writing to remind us that perceptually [a] and [e] are very close, especially in cases where they are not receiving a great deal of stress. One useful exercise would be to have the students collect what the linguist calls *minimal pairs* — that is, words like *than* and *then* that differ in only one feature, which in this case would be the contrast between [a] and [e]. Some examples follow: *pan/pen, bad/bed, sand/send, fad/fed, band/bend, and/end, Alf/elf, bag/beg, lag/leg, ranch/wrench, flash/flesh, mash/mesh, knock/neck, rack/wreck, track/trek, am/em, an/en, jam/gem, lass/less, mass/mess, gas/guess, bat/bet, mat/met, gnat/net, pat/pet, pack/peck, vast/vest, past/pest*. Somewhat more complicated are these: *sad/said, laughed/left, tanned/tend, spanned/spend, pact/pecked, mast/messed*.
- For more on long and short vowels, see *AES*, pp. 52-54; for short < a > see pp. 213-16; for long < a >, pp. 249-57; for short < e >, pp. 217-221; for long < e >, pp. 258-70.
- For the record, the Word Find contains a number of words that contain short rather than long vowels: *had, ham, an, jet, as, defend, chest, apt*, and It also contains three that are not on the list of target words and

yet may be circled by some students: *the*, *era*, *defend*. Usually *the* is pronounced with a schwa, but in certain emphatic situations it is pronounced with a long <e>. Dictionaries show various pronunciations of *era*: [ɪr], [er], [ēr]. The sound [r] has a strong effect on a vowel that precedes it. Compare, for instance, the difference in sound spelled by the < a > in *mare* as compared with *made*. No dictionary shows *defend* with a long <e>, but young football fans, thinking of the cheer “Dee-fense!” may want to claim *defend*. Linguistically, the claims for *the* and *era* are quite valid; the claim for *defend* is not. But personally I would accept any of them for which a student wanted to argue.

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] < p > < b > [b] < t > < d > [t] [d]

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

3. When we talk about *letters*, 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]? [a] Is the long < a > sound in *ate* written [a] or [ā] [ā] Is the short <e>sound in *them* written [e] or [ē]? [e] Is the long <e>sound in *theme* written [e] or [ē]? [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 1.55: Words with ...

short < a >, [a]	long < a >, [ā]	short <e>, [e]	long <e>, [ē]
<i>chance</i>	<i>make</i>	<i>went</i>	<i>leave</i>
<i>than</i>	<i>place</i>	<i>best</i>	<i>three</i>
<i>land</i>	<i>same</i>	<i>question</i>	<i>believe</i>
<i>laugh</i>	<i>station</i>	<i>then</i>	<i>she</i>

8. Write two other words that contain [a]: ANSWERS WILL VARY.

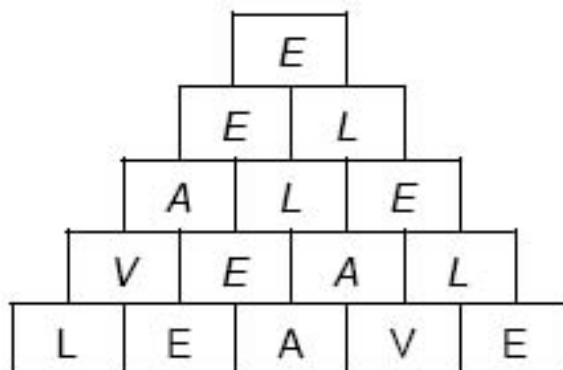
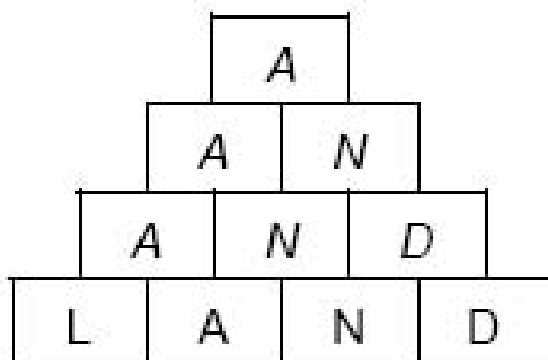
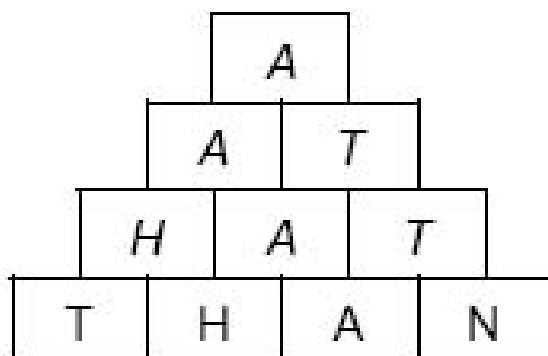
9. Write two other words that contain [ā]: ANSWERS WILL VARY.

10. Write two other words that contain [e]: ANSWERS WILL VARY.

11. Write two other words that contain [ē]: ANSWERS WILL VARY.



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



Teaching Notes.

- The word *macron* comes from a Greek word that means “long.” It is related to the *macro-* that is in the word *macrocosm* and the new computer word, *macro*.
- Briefly, [a] is nearly always spelled < a >. The only common words with other spellings are *laugh*, *laughter*, *plaid*, and the most common pronunciation of *aunt*. Short <e>, [e], is spelled <e> more than nine times out of ten. In a few, though often commonly-used, words it is spelled <ea>: *head*, *bread*, *heaven*, *meadow*, *instead* — and about fifty others. In about 80% of the words in which it occurs, long <a >, [ā], is spelled <a >; about 10% of the time it is spelled either <ai> or <ay>. Long <e>, [ē], is actually spelled <e> in only about 40% of the words. In another 40% of the words it is spelled either <y>, <i >, <ee>, or <ea>. Long <a > and long <e> both have a number of less common spellings. For more details, see chapters 18 and 9 of *AES*.

- c. **Word Pyramids.** The first two Pyramids are quite straightforward; the third one is more challenging. In the first Pyramid the foundation word *than* contains *ant*, *hat*, and *tan*, which in turn contain *an* and *at*, allowing a number of different legitimate solutions. In the second Pyramid *land* contains *and* and *lad* and the esoteric *dal* and *dan*, all of which in turn contain *ad* or *an*, again allowing for various solutions. However, in the third Pyramid, other than the proper name *Al*, the only two-letter word contained in *leave* is *el*, which limits the three- and four-letter words that can be used in legitimate solutions: The useful four-letter words are *alee*, *veal*, *vale*, and the more esoteric *lave* and *vela*. The useful three-letter words are *ale*, *eel*, *lee*, and the more esoteric *lea*.

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 1.56: words with ...

[i]	[ī]	[o]	[ō]
<i>big</i>	<i>while</i>	<i>hop</i>	<i>close</i>
<i>sister</i>	<i>height</i>	<i>hotter</i>	<i>open</i>
<i>bridge</i>	<i>twice</i>	<i>bottle</i>	<i>so</i>
<i>six</i>	<i>hide</i>	<i>soft</i>	<i>those</i>
<i>hid</i>	<i>write</i>	<i>got</i>	<i>home</i>

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

TABLE 1.57:

Word	Long vowel	Short vowel
then		X
bring		X
hide	X	
last		X
name	X	
still		X
leave	X	
left	X	
left		X
long		X
those	X	

TABLE 1.57: (continued)

Word	Long vowel	Short vowel
height	X	
three	X	
day	X	
peace	X	
fruit	X	
mask		X
laugh		X
twice	X	
soft		X
hide	X	
hid		X
chance		X

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✓

T O Z F C
 H O M E O L
 O G O T X O
 S L S
 E H O T D O G E
 O X
 N
 C A N N O T
 L O N P
 O E
 N N S O
 G D O T

List the words in alphabetical order:

- cannot
- close

- c. dot
- d. fox
- e. got
- f. home
- g. hotdog
- h. long
- i. on
- j. open
- k. so
- l. those

Teaching Notes.

- a. The sound here called short <o>, [o], simplifies a number of problems in English pronunciation. It is a low back vowel sound, which means that it is pronounced well back in the mouth with the tongue in a low position (You can feel these features if you compare it with, for instance, long <e>, [ē], a high front vowel. Pronounce *saw* and *see* a few times and you should feel the difference in the way you pronounce the [o] in *saw* and the [ē] in *see*. Most analyses of American English show two or three low back vowels like [o]. For instance, *Webster's Third International* shows two main low back vowel sounds: the sound in *cot*, which they symbolize as [ä], and that in *caught*, which they symbolize as [ó]. They also show a rather similar sound that they symbolize as [á] and describe as the sound midway between the vowel sounds in *cod* and *cad*. The *American Heritage Dictionary* also shows three low back vowels, which they illustrate with the words *cot*, *caught*, and *father*. The sounds represented by these various low back sounds are so close together in most American dialects that it would be very difficult to have the youngsters try to distinguish two or three of them, so, like at least some elementary dictionaries, the *Basic Speller* collapses the two or three into one. It would be a good idea to check to see how the dictionary and other language arts materials in your classroom analyze the sounds like short <o>. For more on this complication, see *AES*, pp. 204-06 and 231-40. For more on [i] see pp. 222-30, for [ī], pp. 271-79, and for [ō], pp. 280-87.
- b. **Word Find.** The find contains the unlisted *LOX*, with [o]. It also contains *OZ*, *OK* and *TOY*, about which students may raise questions. *OZ* is still treated as a proper name. *OK* or *O.K.*, when it is not spelled *okay*, is always in upper case. It appears to be an abbreviation of the name "Old Kinderhook," applied to Martin Van Buren during his presidential campaign. *TOY* does not contain [o] or [ō]; it contains the diphthong [oi], which is discussed in Book Four.

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: [ʊ]. 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 [ō]. 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 > [yō]. 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

TABLE 1.58: Words with...

[u] as in <i>duck</i>	[ʊ] as in <i>bull</i>	[ō] as in <i>tuna</i>	[yō] as in <i>mule</i>
<i>but</i>	<i>could</i>	<i>whose</i>	<i>fuel</i>
<i>govern</i>	<i>good</i>	<i>fruit</i>	<i>used</i>
<i>puppy</i>		<i>school</i>	<i>view</i>
<i>touch</i>		<i>zoo</i>	<i>few</i>
<i>enough</i>		<i>through</i>	<i>cube</i>
<i>number</i>		<i>rule</i>	<i>music</i>

5. Write two other words with [u]: ANSWERS WILL VARY.

6. Write two other words with [ʊ]: ANSWERS WILL VARY.

7. Write two other words with [ō]: ANSWERS WILL VARY.

8. Write two other words with [yō]: ANSWERS WILL VARY.

9. Write two words with [i]: ANSWERS WILL VARY.

10. Write two words with [ī]: ANSWERS WILL VARY.

11. Write two words with [o]: ANSWERS WILL VARY.

12. Write two words with [ō]: ANSWERS WILL VARY.



Watch the Middles!

TABLE 1.59:

kicker	
kick	<i>er</i>
<i>kick</i>	er
<i>kick</i>	<i>er</i>
<i>kicker</i>	

TABLE 1.60:

couldn't	
could	<i>n't</i>
<i>could</i>	n't
<i>could</i>	<i>n't</i>
<i>couldn't</i>	

TABLE 1.61:

viewer	
view	<i>er</i>
<i>view</i>	er
<i>view</i>	<i>er</i>
<i>viewer</i>	

TABLE 1.62:

throughout	
through	<i>out</i>
<i>through</i>	out
<i>through</i>	<i>out</i>
<i>throughout</i>	

Teaching Notes.

1. This could prove to be a very difficult lesson for many students. Having two short < u > and two more long < u > sounds is inherently confusing. And in some cases — the distinction between the sound of [u] and [ʊ], for instance — the sound differences can be hard to detect and remember. For the table in Item 3 you may have to pronounce the words for the students in contrastive pairs like *but/book*, *fuel/fool*, *could/cud*, *could/cooed*.

After the table in Item 3 has been correctly filled in, it would be good to have the students listen to and read aloud the four subgroups. Doing so should reinforce for them the similarity of sound in each subgroup and the differences in sound across groups.

2. Item 6 could also prove to be surprisingly difficult, for there are not many words with the short < oo >, [ʊ], in them. The following are the more common instances: *book, brook, cook, crook, foot, good, hood, hook, look, rook, shook, soot, stood, took, wood, woof, wool*, and the suffix *-hood*; *ambush, bull, bullet, bushel, butcher, -ful, full, pudding, pull, pulley, pulpit, push, sugar, should, would*; *wolf, woman*.

3. Long <oo> can be referred to either as “long double <o>” or as “long ooh.” Short <oo> can be referred to either as “short double <o>” or as “short ooh”.
4. This lesson would be a good occasion for a mnemonic exercise. You could, for instance, ask the students to draw a picture of the four animals referred to in the example words: *duck*, *bull*, *tuna*, *mule*. Each should be labeled with the appropriate phonetic symbol: [u], [õ], [ō], [yõ]. The goofier the picture and the more unusual the labeling (perhaps the phonetic symbol [ō] could be being carried on a banner held in the tuna’s mouth, for instance), the better an aid the picture will be to memory.
5. If students are confused by the *n’t* in the *couldn’t* Middles, tell them that it is short for, or a contraction of, the word *not*. Contractions are discussed in Book Five.
6. For more on [u], see *AES*, pp. 244-48; for [õ], see pp. 241-43; for [ō], pp. 288-96, and for [yõ], pp. 297-300, where different symbols are used for short <oo> and long <oo>.

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] [e] [i] [o] [u] [ɔ]

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

[ā] [ē] [ī] [ō] [ōo] [yōo]

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	vcc	vcv	vcv
kicker	write	those	home
vcc	vcv	vcv	vcv
rented	scratched	left	these
vcc	vcc	vcc	vcv
bottle	still	rules	often
vcc	vcc	vcv	vcc

4. Sort the words into these two groups:

TABLE 1.63: Words with the pattern...

VCC		VCV	
<i>mask</i>	<i>scratched</i>	<i>write</i>	<i>cube</i>
<i>kicker</i>	<i>still</i>	<i>came</i>	<i>home</i>
<i>rented</i>	<i>left</i>	<i>those</i>	<i>these</i>
<i>bottle</i>	<i>often</i>	<i>rules</i>	
<i>back</i>			

5. Now sort the words into this matrix:

TABLE 1.64:

Words with long vowels	Words with VCC	Words with VCV
		<i>write</i>
		<i>came</i>
		<i>those</i>
		<i>rules</i>
		<i>vowels</i>
		<i>cube</i>
		<i>home</i>
		<i>these</i>
Words with short vowels	<i>mask</i>	
	<i>kicker</i>	
	<i>rented</i>	
	<i>bottle</i>	
	<i>back</i>	
	<i>scratched</i>	
	<i>still left</i>	
	<i>often</i>	

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



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
P
E W R I T E B L I K E L I F E B T W H I L E
N R C S H I D E T
U L A E W H O S E H O M U S I C
L O M S O S D
E S E E S E H O M E
E T H E M E

```

CHAPTER

2

Teacher 01-Lesson 25-48

Chapter Outline

2.1 LESSON TWENTY-FIVE

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 either <v> or <c>:

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

2. Sort the words into these two groups:

TABLE 2.1: Words with ...

long vowels

famous
rule
finest
tuna
while
huge

cube
these
home
music
region

short vowels

think
dance
system
back
bottle
sister
long
which
simple

3. Now sort the words into this matrix:

TABLE 2.2:

	Words with VCC	Words with VCV
Words with long vowels		

CHAPTER

3**Teacher 02-Lesson 1-24****Chapter Outline**

- 3.1** LESSON ONE
 - 3.2** LESSON TWO
 - 3.3** LESSON THREE
 - 3.4** LESSON FOUR
 - 3.5** LESSON FIVE
 - 3.6** LESSON SIX
 - 3.7** LESSON SEVEN
 - 3.8** LESSON EIGHT
 - 3.9** LESSON NINE
 - 3.10** LESSON TEN
 - 3.11** LESSON ELEVEN
 - 3.12** LESSON TWELVE
 - 3.13** LESSON THIRTEEN
 - 3.14** LESSON FOURTEEN
 - 3.15** LESSON FIFTEEN
 - 3.16** LESSON SIXTEEN
 - 3.17** LESSON SEVENTEEN
 - 3.18** LESSON EIGHTEEN
 - 3.19** LESSON NINETEEN
 - 3.20** LESSON TWENTY
 - 3.21** LESSON TWENTY-ONE
 - 3.22** LESSON TWENTY-TWO
 - 3.23** LESSON TWENTY-THREE
 - 3.24** LESSON TWENTY-FOUR
-

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	swim <u>mer</u>	never	pl <u>ann</u> ing
run <u>ni</u> ng	en <u>ou</u> gh	<u>m</u> usic	drum <u>me</u> d
do <u>n</u> e	din <u>ne</u> r	<u>k</u> now	<u>m</u> other
an <u>i</u> mal	sum <u>me</u> r	childr <u>e</u> n	can <u>no</u> t

2. Sort the sixteen words into these two groups:

TABLE 3.1: Words that contain the sound ...

[n]

running
done
animal
enough
dinner
never
know
children
planning
cannot

[m]

smallest
animal
swimmer
summer
music
drummed
mother

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

TABLE 3.2: Words in which [m] is spelled ...

<m>

smallest
animal
music
mother

<mm>

swimmer
summer
drummed

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

TABLE 3.3: Words in which [n] is spelled ...

<n>	<nn>	<kn>
<i>done</i>	<i>running</i>	<i>know</i>
<i>animal</i>	<i>dinner</i>	
<i>enough</i>	<i>planning</i>	
<i>never</i>	<i>cannot</i>	
<i>children</i>		

5. Two ways to spell [m] are <m> and <mm>.

Three ways to spell [n] are <n>, <nn> and <kn>



Watch the Middles!

TABLE 3.4:

children	
<i>child</i>	<i>ren</i>
<i>child</i>	<i>ren</i>
<i>child</i>	<i>ren</i>
<i>children</i>	

TABLE 3.5:

cannot	
<i>can</i>	<i>not</i>
<i>can</i>	<i>not</i>
<i>can</i>	<i>not</i>
<i>cannot</i>	

Teaching Notes.

Items 3 and 4. You might ask the students to find the two words in which the <mm> is due to twinning: *swimmer* and *drummed*, and the two with <nn>: *running* and *planning*. The one with <nn> due to simple addition is the compound word *cannot*. *Summer* and *dinner* have their double consonants due to the VCC pattern and the short < u > and < i >.

Watch the Middles. In *children* the <ren> echoes an old double plural. In some dialects of Old English plurals were formed with an [r] ending, in other dialects with an [n] ending (as in *oxen*). Apparently speakers of the dialect with [n] didn't recognize the [r] ending as a plural, so they added [n], giving us a double plural. A similar double plural occurs in *brethren*.

The spellings of [m] and [n] are discussed in more detail in Book Five. For more on [m] and its spellings see *AES*, pp. 423 – 29; for more on [n], pp. 429-35.

3.2 Lesson Two

The Consonant Sound

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

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

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

think <u>X</u>	going___	thanks <u>X</u>
uncle <u>X</u>	along___	things___

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

finger <u>X</u>	hungry <u>X</u>	song___
being___	angle <u>X</u>	language <u>X</u>

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

6. When there is a [k] or a [g] sound right after the sound [ŋ], [ŋ] is spelled <n> but everywhere else it is spelled <ng>



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

Four-letter word: dark

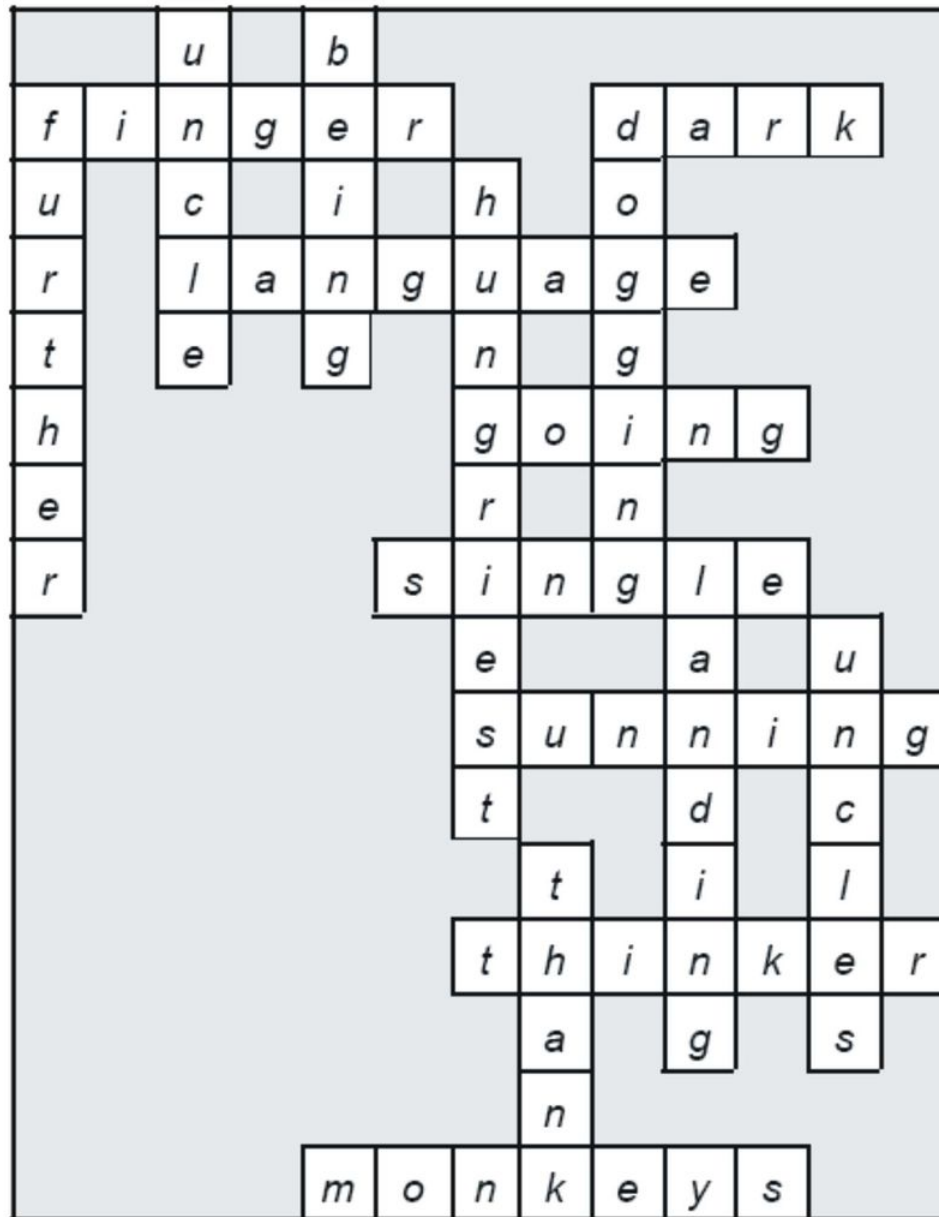
Five-letter words: thank, going, uncle, being

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 [ŋ] are *dark* and *further*



Teaching Notes. The two different spellings of [ŋ] reflect a bit of language history: In Old English [ŋ] was not a separate sound; it was a variation of [n], the sound that [n] assumed before [k] or [g]. In Old English the spelling <ng> was always pronounced as two sounds: [ŋg], the way it is in, say, *single* or *finger*. Over the centuries, because of all the words containing [ŋ] that were adopted from languages like French and Latin, [ŋ] evolved into a separate sound. Its spelling still reflects that Old English pattern. For more on [ŋ], see AES, pp. 435-38.

3.3 Lesson Three

More About Eng,

- When there is a [k] or a [g] right after the sound [ŋ], [ŋ] is spelled <n> but everywhere else it is spelled <ng> .
- Underline the letters that spell [ŋ]:

th <u>in</u> k	go <u>in</u> g	th <u>an</u> ks
un <u>cl</u> e	al <u>on</u> g	th <u>in</u> gs
fin <u>g</u> er	hun <u>g</u> ry	so <u>ng</u>
be <u>in</u> g	sin <u>g</u> le	lan <u>gu</u> age

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

TABLE 3.6:

Words with [ŋ] spelled <n>	Words with [g] or [k] right after the [ŋ]: <i>think</i> <i>thanks</i> <i>uncle</i> <i>language</i> <i>finger</i> <i>hungry</i> <i>single</i>	Words with [g] or [k] right after the [ŋ]:
Words with [ŋ] spelled <ng>		<i>being</i> <i>going</i> <i>along</i> <i>things</i> <i>song</i>

How to Spell [ŋ]? When the sound [ŋ] has the sounds [g] or [k] right after it, it is spelled <n>. Everywhere else it is spelled <ng>

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

TABLE 3.7:

something	
some	<i>thing</i>
<i>some</i>	thing
<i>some</i>	<i>thing</i>
<i>something</i>	

TABLE 3.8:

anything	
any	<i>thing</i>
<i>any</i>	thing
<i>any</i>	<i>thing</i>
<i>anything</i>	

TABLE 3.9:

everything	
every	<i>thing</i>
<i>every</i>	thing
<i>every</i>	<i>thing</i>
<i>everything</i>	

TABLE 3.10:

nothing	
no	<i>thing</i>
<i>no</i>	thing
<i>no</i>	<i>thing</i>
<i>nothing</i>	

TABLE 3.11:

	sunny	
sun	<i>n</i>	<i>y</i>
<i>sun</i>	<i>n</i>	<i>y</i>
<i>sun</i>	<i>n</i>	<i>y</i>
	<i>sunny</i>	

TABLE 3.12:

	swimmer	
swim	<i>m</i>	<i>er</i>
<i>swim</i>	<i>m</i>	<i>er</i>
<i>swim</i>	<i>m</i>	<i>er</i>
	<i>swimmer</i>	

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]:

e <u>v</u> en	a <u>f</u> ter	en <u>o</u> ugh	e <u>v</u> ery
saf <u>e</u> ly	ph <u>o</u> ne	f <u>i</u> ve	laugh <u>h</u>
vis <u>i</u> tor	coff <u>e</u> e	f <u>u</u> rther	f <u>o</u> llow
g <u>a</u> ve	eleph <u>a</u> nt	handcuff <u>s</u>	lif <u>e</u>
f <u>i</u> fth	o <u>f</u>	stiff <u>f</u>	f <u>a</u> ther

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

TABLE 3.13:

Words With [f] Spelled <f>

<i>safely</i>	<i>five</i>	<i>life</i>
<i>fifth</i>	<i>further</i>	<i>father</i>
<i>after</i>	<i>follow</i>	

TABLE 3.14:

Words with [f] spelled <ff>

coffee
stiff
handcuffs

Words with [f] spelled <gh>

enough
laugh

Words with [f] spelled <ph>

phone
elephant

TABLE 3.15:

Words with [v] spelled <v>

even
visitor
gave

five
every

Word with [v] spelled <f>

of

4. Four ways of spelling [f] are <f>, <ff>, <gh> and <ph>
5. **How Do You Spell [v]?** Except in the word *of*, [v] is Spelled <v>

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

elephant
century
phone

know
brown
planning

dinner
cannot
running

never
children
sound

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

Write the twelve words in alphabetical order:

1. brown
2. cannot
3. century
4. children
5. dinner
6. elephant
7. know
8. never
9. phone
10. planning
11. running
12. sound

Teaching Notes.

Item 5. The statement that [v] is spelled <v>except in *of* is a good and useful one. But it does omit some complications that you may or may not want to bring up to your students. The consonant letter <v>is a fairly new addition to our alphabet. Earlier <v>was simply a variant form of <u>, and the two were used to spell both the consonant sound [v] and various vowel sounds. It was not until the 17th century that our present distinction between the letters <u> and <v>was firmly fixed. The constraint against doubling <v>parallels that against doubling <u>. Double <u> became a separate letter, <w>, which in print actually looks like double <v>! It is this constraint against doubling <v>that leads to words like *ever* and *never* rather than **evver* and **nevver*. However, in a few very recent formations <vv>does occur: *revved* and *revving* from *rev*, itself clipped from *revolution*; *divvy* from *dividend* or *divide*; *savvy* from the Spanish *sabe*; and *flivver*, of unknown origin.

A second minor spelling of [v] occurs in just three words: *calve*, *halve*, and *salve*, and their inflected forms, in which [v] is spelled <lv>. The reason for the <l>'s having fallen silent is not clear. Notice that the [l] persists in words like *salvage* and *valve*. For more on [v], see *AES*, pp. 373-77; for [f] see pp. 377-384. For the alternation between [f] and [v], as in *life/live*, *shelf/shelves*, *elf/elves*, *wolf/wolves*, *half/halve*, etc, see *AES*, pp. 374.

If you would like to have the students work with <lv>spelling of [v], you might have them do the following worksheet:

One More Spelling of [v]

How Do You Spell [v]? Except in the word _____, [v] is spelled _____. That is a good and useful rule, but there is one other spelling of [v] that occurs in only three words. Find the three words in the following list and then fill in the blanks:

even	gave	halve
Visitor	Calve	every
of	five	salve

How Do you spell [v]? Except in the words _____, _____ and _____ in which it is spelled _____ and in the word ____ in which it is spelled _____, [v] is spelled _____.

One More Spelling of [v]

How Do You Spell [v]?

Except in the word *of*. [v] is spelled <v>. That is a good and useful rule, but there is one other spelling of [v] that occurs in only three words. Find the three words in the following list and then fill in the blanks:

even	gave	halve
Visitor	Calve	every
of	five	salve

How Do You Spell [v]? Except in the words *calve*, *halve*, and *salve* in which it is spelled <lv> and in the word *of* in which it is spelled <f>, [v] is spelled <v>.

Teaching Note. If students should ask about the silent final <e>in *calve*, *halve*, and *salve*, tell them that in English we tend to avoid ending words with <v>or <u> and that we sometimes use a silent final <e>to insulate, or cover up, a <v>or <u> that otherwise would come at word's end. This use of <e>as an insulator is studied in Book 4, Lesson 17. Also, see *AES*, p. 147.

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:

ask <u>e</u> d	across	single	once
cent <u>u</u> ry	plac <u>i</u> ng	ic <u>y</u>	sch <u>o</u> ol
coldest	kiss	elephant <u>s</u>	guess

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

Way #2: [s] is spelled < c > in four of the words.

Way #3: [s] is spelled < ss > in three of the words.

4. Sort the words into these three groups:

TABLE 3.16: Words with [s] spelled

Way #1:

asked
coldest
single
elephants
school

Way #2:

century
placing
icy
once

Way #3:

across
kiss
guess

5. Three spellings of [s] are < s >, < c >, and < ss >.



Word Squares. Each of the following words contains the sound [s], spelled either < s >, < ss >, or < c >. Fit the words into the squares.

Three-letter word: icy

Four-letter words: kiss, once, song

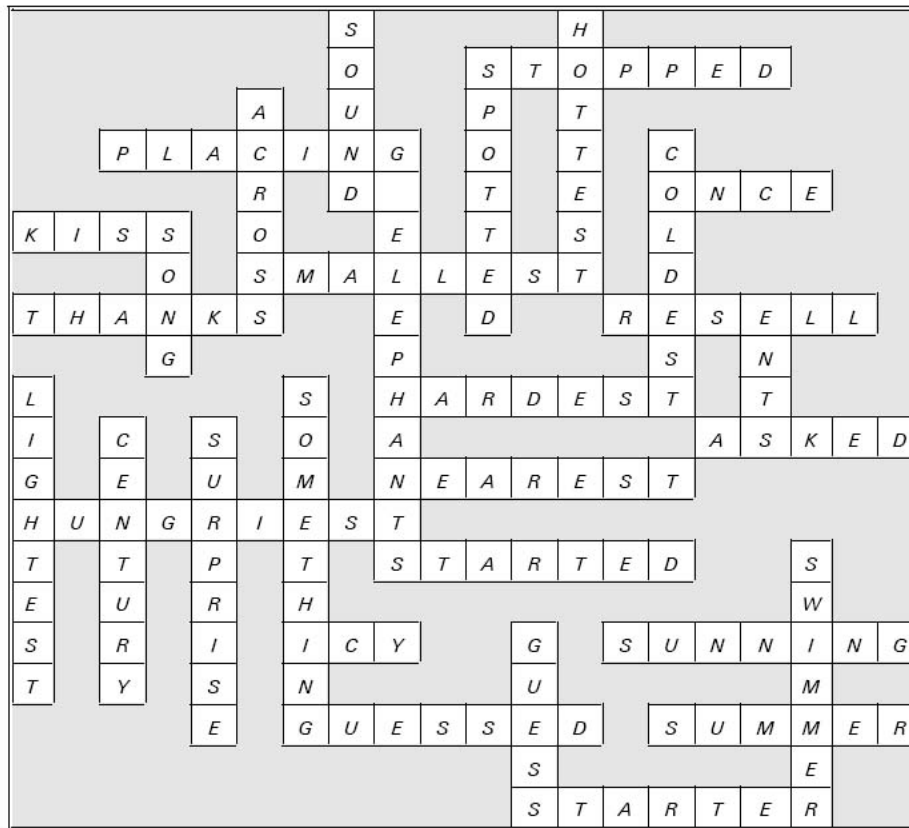
Five-letter words: asked, cents, guess, sound

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



Teaching Notes.

Item 5. These three— < s >, <ss>, and <c>—are the major spellings of [s], accounting for about 97% of the instances of [s]. But the other 3% are quite a tangle—for instance, in *scene*, *psychology*, *listen*, *waltz*, *sword*, *isthmus*, and one pronunciation of *schism*. The minor spellings of [s] are discussed in Book Eight. For more on [s], see *AES*, pp.397-406. The <c>spelling of [s] is the soft <c>; the distinction between soft and hard <c> is discussed in Book Three.

Word Squares. You might warn the students that this is a very difficult Squares, especially with all of those seven-letter words. They shouldn't feel bad if they are unable to finish it. In fact, this Squares is large and difficult enough that it might provide a good occasion for some small group competition.

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:

alw <u>ays</u>	moth <u>er</u> s	<u>z</u> ipper	h <u>a</u> s
the <u>s</u> e	mus <u>i</u> c	follow <u>s</u>	<u>z</u> oo
tho <u>s</u> e	pr <u>i</u> z <u>e</u>	surpr <u>i</u> s <u>e</u>	bu <u>zz</u>

3. Way #1: [z] is spelled < s > in eight of the words.
Way #2: [z] is spelled < z > in three of the words.
Way #3: [z] is spelled < zz > in one of the words.
4. Sort the words into these three groups:

TABLE 3.17: Words with [z] spelled . . .

Way #1:

always
these
those
mother

music
follows
surprise
has

Way #2:

prize
zipper
zoo

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

5. Three ways to spell [z] are < s >, < z > and < zz >.
6. Three ways to spell [s] are < s >, < c > and < ss >
7. The letter that sometimes spells [z] and sometimes spells [s] is < s >.



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	<u>always</u>	[z]
heets	<u>these</u>	[z]
swollof	<u>follows</u>	[z]
ziper	<u>prize</u>	[z]
dakes	<u>asked</u>	[s]
cone	<u>once</u>	[s]
locdest	<u>coldest</u>	[s]
glines	<u>single</u>	[s]
shoet	<u>those</u>	[z]

Teaching Notes. Although we associate the sound [z] with the letter <z>, [z] is spelled with <z> only about half as often as it is with <s>. The reason for that is that [s] and [z] are a voice-pair, which means that they are essentially the same sound except that [z] is voiced and [s] is unvoiced. When we utter a voiced sound, we vibrate our vocal cords; when we utter a voiceless sound, we do not vibrate them. But when unvoiced [s] has voiced sounds before or after it, it tends to become voiced, making it sound like [z]. For instance, that is why the plural suffix –s in *cats* is pronounced [s], but in *dogs* it is pronounced [z]: The [t] in *cats* is unvoiced; the [g] in *dogs* is voiced. So we get the two plurals [kats] and [dogz]. The spellings of [z] are discussed in Book Eight. For more on [z], see *AES*, pp. 391-97.

Name _____ Date _____

3.7 Lesson Seven

Test One

TABLE 3.18:

Words

0. summers
1. *planning*
2. *elephants*
3. *zoos*
4. *once*
5. *surprise*
6. *finger*
7. *different*
8. *language*
9. *century*
10. *hungriest*

Fill in the blanks

[s] = < s > [m] = < mm > [z] = < s >
 [n] = < nn > [v] = < ng >
 [f] = < ph > [n] = < n > [s] = < s >
 [z] = < z > and < s >
 [n] = < n > [s] = < c >
 [s] = < s > [z] = < s >
 [f] = < f > [v] = < n > [g] = < g >
 [f] = < ff > [n] = < n >
 [v] = < n > [g] = < g > [j] = < g >
 [s] = < c > [n] = < n >
 [v] = < n > [s] = < s > [t] = < t >

3.8 Lesson Eight

The Suffixes -ed and -ing

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:

Last week he called his sister.

Right now 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 3.19:

Words	= Free Base	+ Suffix
called	= <i>call</i>	+ <i>ed</i>
calling	= <i>call</i>	+ <i>ing</i>

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

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

4. In *They showed us the books* what meaning does *-ed* add to *showed*? “in the past”

5. In *They are showing us the books* what meaning does *-ing* add to *showing*? “still going on”

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

a. The game ended two hours ago.

b. The plane is landing *right now*.

c. Last night we spotted a mouse in our house.

d. She is playing the piano now.

e. The old store burned down yesterday.

f. The rain stopped two hours ago.

g. They canned pears all day last Saturday.

h. They are still helping us all they can.

Teaching Notes. Item 6. As a follow-up discussion you might try changing the phrases in any of the first seven

sentences that specify the time (*two hours ago, right now, etc.*) so that you shift the time from past to present or vice versa. Then ask the students to make the necessary changes in *-ed* and *-ing* in the sentences.

Notice that we are not dealing here with the difference between past tense and present tense verbs. To be sure, in *He called his sister* the verb *called* is in the past tense. But in *He is calling his sister* the present tense verb is actually *is*; *calling* is a present participle. Verbs are defined in Lesson Eight of Book Three. Present participles are not discussed in the *Basic Speller*; but past participles are discussed in Lesson 32 of Book Four.

For now we are simply concerned to introduce the students to the two common suffixes *-ed* and *-ing*.

3.9 Lesson Nine

How to Hear the Suffixes -ing and -ed

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:

needed

showed

asked

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 [id]

helped [t]

crabbed [d]

longed [d]

called [d]

wanted [id]

guessed [t]

fueled [d]

opened [d]

ended [id]

fished [t]

numbered [d]

planned [d]

nodded [id]

admitted [id]

kicked [t]

owned [d]

watered [d]

spotted [id]

reached [t]

warmed [d]

started [id]

laughed [t]

followed [d]

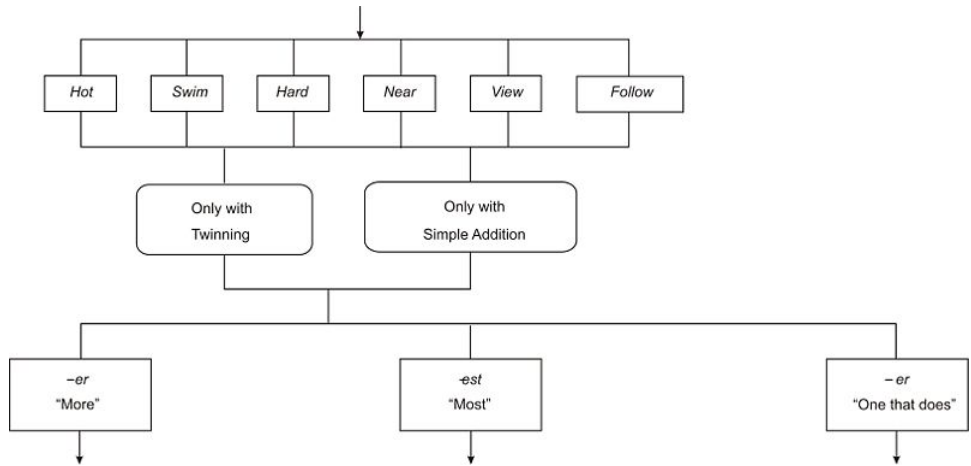


Word Flow. The puzzle below is a **flow chart**. It flows from the top, where it says "Start," to the bottom, where the nine blank lines are.

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 WordFlow 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:



hotter
harder
nearest

hottest
hardest
viewer

swimmer
nearer
follower

Teaching Notes. Item 2. Later, in Lesson 29 of Book Four, students will study those few surviving old verbs in which the past tense ends in [t] spelled <t>, as in *burnt, slept, felt, kept, sent, lost*, etc. But for now the main point is to get the students to see and hear that although *-ed* and *-ing* can each be pronounced in different ways, their spellings remain constant.

Word Flow. This Flow is similar to the ones with which the students worked in Lesson 31 of Book 1. The main difference is the presence of the boxes that state conditions. One problem here is to be sure that the students know which condition controls each word. You could have them actually draw a line from the start to each word, perhaps color-coded, so that it is clear which condition box they went through for each word. Or you could ask them to tell the class which condition box they went through for a particular word and then ask them why they went through the box they did—that is, why that condition prevails.

3.10 Lesson Ten

Practice Hearing -ed

1. How is the suffix *-ing* always spelled? <ing>

How is the suffix *-ed* always spelled? <ed>

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:

TABLE 3.20: Words with -ed pronounced . . .

[id]	[t]	[d]	
<i>headed</i>	<i>helped</i>	<i>called</i>	<i>crabbed</i>
<i>wanted</i>	<i>guessed</i>	<i>opened</i>	<i>longed</i>
<i>ended</i>	<i>fished</i>	<i>planned</i>	<i>fueled</i>
<i>nodded</i>	<i>laughed</i>	<i>owned</i>	<i>numbered</i>
<i>started</i>	<i>kicked</i>	<i>warmed</i>	<i>followed</i>
<i>admitted</i>	<i>reached</i>	<i>watered</i>	
<i>spotted</i>			



Watch the Middles!

TABLE 3.21:

animal	
<i>anim</i>	<i>al</i>
<i>anim</i>	<i>al</i>
<i>anim</i>	<i>al</i>
<i>animal</i>	

TABLE 3.22:

lightest	
light	<i>est</i>
<i>light</i>	est
<i>light</i>	<i>est</i>
<i>lightest</i>	

TABLE 3.23:

thinker	
think	<i>er</i>
<i>think</i>	er
<i>think</i>	<i>er</i>
<i>thinker</i>	

TABLE 3.24:

fishhook	
fish	<i>hook</i>
<i>fish</i>	hook
<i>fish</i>	<i>hook</i>
<i>fishhook</i>	

TABLE 3.25:

admit	
ad	<i>mit</i>
<i>ad</i>	mit
<i>ad</i>	<i>mit</i>
<i>admit</i>	

TABLE 3.26:

bicycle	
bi	<i>cycle</i>
<i>bi</i>	cycle
<i>bi</i>	<i>cycle</i>
<i>bicycle</i>	

Teaching Notes.

Watch the Middles.

With the compound word *fishhook* the main point is to be sure students remember that second <h>. The concatenation <shh> is odd enough to tempt spellers to simplify it to <sh>. It is another instance of simple addition at work. Students will study compounds like *fishhook* in Lesson 14.

3.11 Lesson Eleven

The Suffix *-ed* is Always Spelled <ed>

1. Below are seven words in which *-ed* is pronounced [id]. Divide each one into a free base and the suffix *-ed*. Watch out for cases of twinning:

TABLE 3.27:

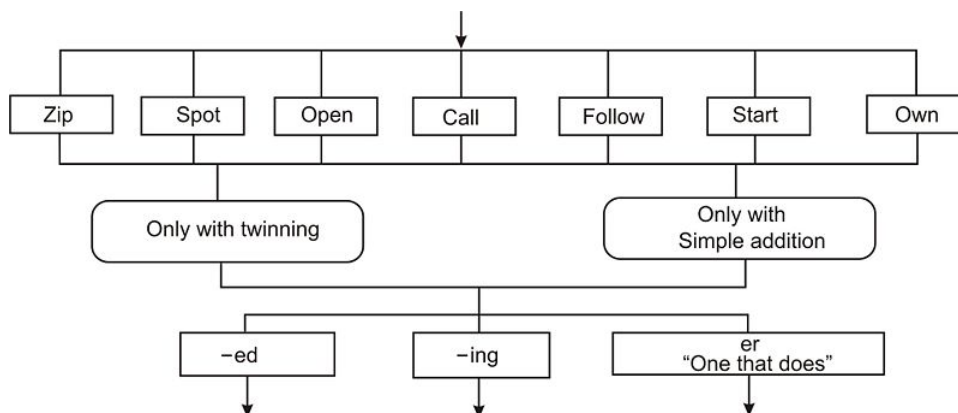
Word in which <i>-ed</i> is pronounced [id]:	= Free Base	+ Suffix
headed	= <i>head</i>	+ <i>ed</i>
wanted	= <i>want</i>	+ <i>ed</i>
ended	= <i>end</i>	+ <i>ed</i>
nodded	= <i>nod + d</i>	+ <i>ed</i>
visited	= <i>wait</i>	+ <i>ed</i>
spotted	= <i>spot + t</i>	+ <i>ed</i>
started	= <i>start</i>	+ <i>ed</i>

2. Listen to the last sound in each of the seven free bases. All seven end in one of just two sounds. What are these two sounds are [d] and [t]

3. The suffix *-ed* is pronounced [id] when it is added to words that end with the sounds [d] or [t], but it is still spelled <ed>.



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.



zipped

spotted

opened

called

followed

started

owned

zipping

spotting

opening

calling

following

starting

owning

zipper

spotter

opener

caller

follower

starter

owner

3.12 Lesson Twelve

Why -ed Has Different Pronunciations

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

TABLE 3.28:

Word in which <i>-ed</i> is pronounced [t]:	= Free Base	+ Suffix
helped	= <i>help</i>	+ <i>ed</i>
guessed	= <i>guess</i>	+ <i>ed</i>
reached	= <i>reach</i>	+ <i>ed</i>
laughed	= <i>laugh</i>	+ <i>ed</i>
fished	= <i>fish</i>	+ <i>ed</i>
kicked	= <i>kick</i>	+ <i>ed</i>

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:

[p]

[s]

[ch]

[f]

[sh]

[k]

3. The suffix *-ed* is pronounced [t] when it is added to words that end with the sounds [s], [f], [p], [ch], [sh], and [k].

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

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 [t] when it is added to words that end with the sounds [s], [f], [p], [s], [ch] and [sh]; it is pronounced [id] when it is added to words that end with the sounds [d] and [t]; and everywhere else it is pronounced [d]. The suffix *-ed* is always spelled <ed>.



Word Squares You'll find some hints here and there:

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

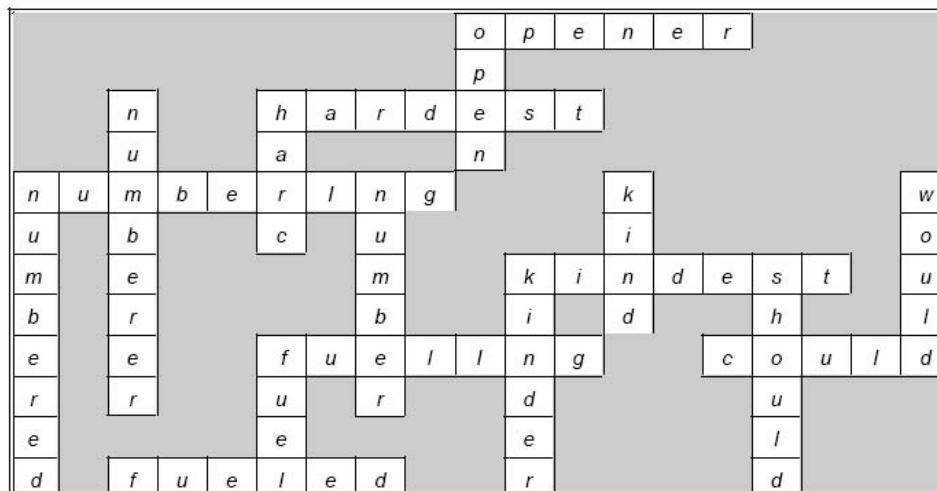
Five-letter words: could, would

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

Seven-letter words: hardest, kindest, fueling,

Eight-letter words: numbered, numberer

Nine-letter word: numbering



Teaching Notes. What is involved in the three pronunciations of *-ed* is that same distinction between voiced and unvoiced sounds that was discussed back in Lesson 6 and earlier in Lesson 14 of Book 1. In general, in English we avoid putting certain voiced and an unvoiced consonants together. In Lesson 6 it was pointed out that [s] and [z] are identical sounds except that [s] is unvoiced and [z] is voiced. It was also pointed out that in the plural *dogs* the < s > is pronounced [z], [dogz] while in the plural *cats* it is pronounced [s], [kats]. That difference is due to the fact that [g] and [z] are both voiced, so they go together, while [t] and [s] are unvoiced, so they too go together. But we avoid mixed combinations such as *[gs] and *[tz]. For more on this tendency to avoid mixed voicing, see *AES*, pp. 73-76.

In the case of the suffix *-ed* the reasoning goes as follows: (1) After the unvoiced sounds [s, f, p, ch, sh, k] *-ed* has the unvoiced pronunciation [t]. (2) After all voiced sounds except [d] it has the voiced pronunciation [d]. And (3) after [t] and [d] the vowel [i] is inserted to avoid the endings [tt] and [dd], which would be difficult to pronounce and inevitably would be simplified to [t] and [d]. Such a simplification would cause the loss of the spoken distinction between present and past tense. So the three pronunciations of *-ed*, which might at first seem like a perverse and unnecessary complication, are in fact part of a larger logical and ruly pattern.

Item 3. The suffix *-ed* is also pronounced [t] after [th], but this is only in the words *berthed*, *unearthed*, *toothed*, and *frothed*.

3.13 Lesson Thirteen

Compounds Like Blackbird and Catbird

1. Compound words like *somebody* and *anyplace* simply combine two separate word into one: What used to be *some body* combines to become *somebody*; *any place* 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 bluebird .

A berry that is black is a blackberry .

A board that is black is a blackboard .

A print that is blue is a blueprint .

A room that is dark is a darkroom.

A man who is English is an Englishman .

A cat that is wild is a wildcat .

Lands that are wet are wetlands.

Paper that is waste is wastepaper.

2. Now try some the other way around:

A blackbird is a bird that is black .

A redbird is a bird that is red .

A hothouse is a house that is hot .

A nobleman is a man who is noble.

A madman is a man who is mad.

Lowlands are lands that are low .

A longhouse is a house that is long.

Bluegrass is grass that is blue.

A flatcar is a car that is flat .

Gentlewomen are women who are gentle.

A wildfire is a fire that is wild .

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 meowing. 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 fish that is like a star because of its shape.

A firefly is a fly that is like a fire because of its light.

Try some the other way around:

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

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

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

Teaching Notes.

Work with compound words adds a semantic factor to the kind of analysis students do in many of their tables and in Watch the Middles. It also can help them see that words do have a logic and a structure to them. It can help them see unity and patterning where most likely they did not see it before.

3.14 Lesson Fourteen

Compounds Like Hilltop and Fireplace

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 tip of a finger .

A heartbeat is a beat of a heart .

A raindrop is a drop of rain.

A windstorm is a storm of wind.

A fireball is a ball of fire.

2. Now try some the other way around:

The cap of the knee is the kneecap .

The side of the mountain is the mountainside .

The shore of the sea is the seashore .

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

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

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 hole for the arm .

Wallpaper is paper for the wall .

A bookcase is a case for books .

A shoestring is a string for a shoe.

Earphones are phones for the ears .

An armband is a band for an arm .

A battleship is a ship for battle .

A birdcage is a cage for birds.

A boathouse is a house for boats .

A classroom is a room for classes.

4. Try some the other way around:

A bell for the door is a doorbell.

The time for dinner is dinnertime .

A hook for fish is a fishhook.

A cloth for dishes is a dishcloth .

A spread for the bed is a bedspread .

A rack for books is a bookrack.

A house for boats is a boathouse .

A line for clothes is a clothesline .

Ware for dinner is dinnerware .

A ring for the ear is an earring .

A shade for the eyes is an eyeshade .

A brush for the hair is a hairbrush.

Cuffs for your hands are handcuffs .

A shoe for a horse is a horseshoe

A house for ice is an icehouse.

A tie for the neck is a necktie .

A track for races is a racetrack.

A yard for ships is a shipyard.

Teaching Notes.

A sharp-eyed student may wonder why “a place for fires” and “a pot for flowers” become fireplace and *flowerpot* rather than *firesplace and *flowerspot. The answer to that good question goes back several centuries. Old English had many noun inflections, including three different numbers (singular, plural, duo), three different genders (masculine, feminine, neuter), and several different cases (nominative for subjects, accusative for direct objects and the objects of certain prepositions, dative for indirect objects and the objects of many other prepositions, and genitive for possessive and other functions). When the speakers of Old English formed compounds, they stripped away all those complex inflections and used the uninflected stem, losing any indication of number, gender, and case.

This practice set the pattern for English compounds in general. Normally when we form compounds in which the first component is logically plural, we strip away its plural suffix. The only known cases that don't are *woodsman*, *spokeswoman* and a few others, often with *man* or *woman* as the second component. This stripping away even affects those nouns that do not form their plural with the addition of *-s*: for instance, *footstool*, *footwear*, and *similar foot* compounds, which expand out to “a stool for the feet,” “wear for the feet,” are not *feet *stool*, * *feetwear*. In *clothesline* the plural suffix is not lost, but then *clothes* is unusual in that it does not have a singular form.

Perhaps a good short answer for the students should the question arise would be “We don't keep the plural suffixes in compounds because we are following a pattern that started many hundreds of years ago when English was still a young language.”

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 3.29:

Free Base	+ Suffix	= Word
run + <i>n</i>	+ <i>ing</i>	= <i>running</i>
small	+ <i>er</i>	= <i>smaller</i>
brown	+ <i>est</i>	= <i>brownest</i>
swim + <i>m</i>	+ <i>er</i>	= <i>swimmer</i>
plan + <i>n</i>	+ <i>ed</i>	= <i>planned</i>
drum + <i>m</i>	+ <i>er</i>	= <i>drummer</i>
think	+ <i>ing</i>	= <i>thinking</i>
go	+ <i>ing</i>	= <i>going</i>
thank	+ <i>ed</i>	= <i>thanked</i>
be	+ <i>ing</i>	= <i>being</i>
stiff	+ <i>est</i>	= <i>stiffest</i>
laugh	+ <i>ed</i>	= <i>laughed</i>
follow	+ <i>er</i>	= <i>follower</i>
sound	+ <i>est</i>	= <i>soundest</i>
ask	+ <i>ing</i>	= <i>asking</i>
cold	+ <i>er</i>	= <i>colder</i>
kiss	+ <i>ed</i>	= <i>kissed</i>
school	+ <i>ing</i>	= <i>schooling</i>
guess	+ <i>ed</i>	= <i>guessed</i>

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 3.30:

Word	Suffix	= Free Base	+
running		= <i>run + n</i>	+ <i>ing</i>
laughing		= <i>laugh</i>	+ <i>ing</i>
sounding		= <i>sound</i>	+ <i>ing</i>
asked		= <i>ask</i>	+ <i>ed</i>
coldest		= <i>cold</i>	+ <i>est</i>
kissing		= <i>kiss</i>	+ <i>ing</i>
schooled		= <i>school</i>	+ <i>ed</i>
guessing		= <i>guess</i>	+ <i>ing</i>
stiffer		= <i>stiff</i>	+ <i>er</i>
being		= <i>be</i>	+ <i>ing</i>

TABLE 3.30: (continued)

Word Suffix	= Free Base	+
thanking	= <i>thank</i>	+ <i>ing</i>
going	= <i>go</i>	+ <i>ing</i>
thinker	= <i>think</i>	+ <i>er</i>
drumming	= <i>drum</i> + <i>m</i>	+ <i>ing</i>
planner	= <i>plan</i> + <i>n</i>	+ <i>er</i>
swimming	= <i>swim</i> + <i>m</i>	+ <i>ing</i>
browner	= <i>brown</i>	+ <i>er</i>
smallest	= <i>small</i>	+ <i>est</i>

3. One suffix spelled <er>adds the meaning "more"; and one suffix spelled <er>adds the meaning "one that does".
4. Which suffix adds the meaning "most"? -est.
5. Which suffix adds the meaning "still going on"? -ing

3.16 Lesson Sixteen

Test Two

TABLE 3.31:

Words

0. *fished*
1. *called*
2. *ending*
3. *helper*
4. *reached*
5. *headed*
6. *wanted*
7. *opener*
8. *watered*
9. *following*
10. *laughed*

Fill in the blanks

<ed>= [t] [sh] = <sh>

<ed>= [d]

[n] = <n> [v] = <ng>

Suffix means “*one that does*”

[ch] = <ch> [t] = <ed>

<ed>= [id]

[n] = <n>

Free base + suffix = *want + ed*

Free base + suffix = *open + er*

Free base + suffix = *watered*

[f] = <f> [v] = <ng>

[f] = <gh> [t] = <ed>

3.17 Lesson Seventeen

Review of the Vowel Sounds

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

You can hear [ʊ] in *bull*.

You can hear in [o] *tuna*.

You can hear [yo] in *mule*

2. Underline the letters that spell [u], [ʊ], [o], and [yo]:

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

3. Sort the words into these three groups:

TABLE 3.32:

Words like <i>duck</i> with [u]:	Words like <i>bull</i> with [ʊ]:	Words like <i>tuna</i> with [o]:	Words like <i>mule</i> with [yo]:
<i>done</i>	<i>could</i>	<i>rule</i>	<i>use</i>
<i>cub</i>	<i>full</i>	<i>moons</i>	<i>cube</i>
<i>buzzer</i>	<i>books</i>	<i>too</i>	<i>review</i>
<i>some</i>	<i>would</i>		
	<i>should</i>		
	<i>good</i>		

4. Sort the words with *u* into these three groups:

TABLE 3.33:

Word with [ʊ] spelled < u >:	Words with [ʊ] spelled <oo>:	Words with [ʊ] spelled <ou>:
<i>pull</i>	<i>look</i>	<i>could</i>
	<i>good</i>	<i>would</i>
		<i>should</i>

5. Three ways of spelling [ʊ] are < u > , <oo>, and <ou>.



Word Changes.

1. Write the word *should* in the blank:..... should
2. Take away the first two letters and put a <w>at the front of the word:..... would
3. Take away the second vowel and the second consonant in the word and put another <o>in front of the <d>:.....
wood
4. Change the <w>to the seventh letter of the alphabet:..... good
5. 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:..... grow
6. Change the first consonant in the word to the second consonant in the alphabet:.... crow
7. Change the <w>to another <o>, and then put a <k>at the end of the word:..... crook
8. Take away the second consonant in the word..... cook
9. Change the first letter of the word to the letter that comes right before it in the alphabet:.....
book

Riddle: Someone who steals from a library is a $\frac{\text{book}}{\text{word9}}$ $\frac{\text{crook}}{\text{word7}}$

Teaching Notes. Since distinguishing among these four sounds may prove difficult for some students, you may want to look at the Teaching Notes for Lesson 23 in Book One.

Item 2. You may want to point out the similarity in sound and spelling among *could*, *should*, *would*. Try some close sentences, inserting each of the three in turn: *They _____ go right now. They _____ eat their broccoli.* Ask the students to discuss the changes in meaning from one of the three to another.

The *too*, *two*, *to* homophones are discussed in Lesson Nine of Book 5.

3.18 Lesson Eighteen

Review of Long and Short Vowel Patterns

1. We use <v> to mark *vowel* letters. We use <c> to mark *consonant* 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
v cv	v cc	v cc	v cv	v cc
dance	doggy	coffee	likely	made
v cc	v cc	v cc	v cv	v cv
summer	rule	scene	selling	zipper
v cc	v cv	v cv	v cc	v cc
shut	has	thin	when	different
v c	v c	v c	v c	v cc

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 VCV

Ten have the pattern VCC.

Four have the pattern CVC#.

4. Sort the words into this matrix:

TABLE 3.34: Words with the pattern:

	VCV	VCC	CVC#
Words with long vowels	<i>baby</i> <i>rule</i> <i>scene</i> <i>closed</i> <i>likely</i> <i>made</i>		
Words with short vowels		<i>dance</i> <i>alcohol</i> <i>summer</i> <i>zipper</i> <i>bottle</i> <i>different</i> <i>doggy</i> <i>brush</i> <i>coffee</i> <i>selling</i>	<i>shut</i> <i>has</i> <i>thin</i> <i>when</i>

TABLE 3.34: (continued)

VCV	VCC	CVC#
5. In the pattern VCV the first vowel is <u>long</u> but in the pattern VCC the vowel is <u>short</u> . And in the pattern CVC# the vowel is also <u>short</u> .		

**Watch the Middles!**

TABLE 3.35:

whiteness	
white	<i>ness</i>
<i>white</i>	ness
<i>white</i>	<i>ness</i>
<i>whiteness</i>	

TABLE 3.36:

ripeness	
ripe	<i>ness</i>
<i>ripe</i>	ness
<i>ripe</i>	<i>ness</i>
<i>ripeness</i>	

TABLE 3.37:

likely	
like	<i>ly</i>
<i>like</i>	ly
<i>like</i>	<i>ly</i>
<i>likely</i>	

TABLE 3.38:

cutely	
cute	<i>ly</i>
<i>cute</i>	ly
<i>cute</i>	<i>ly</i>
<i>cutely</i>	

Teaching Notes.

Watch the Middles. The suffix *-ness* turns adjectives into nouns. Students will study *-ness* in Book Five. The suffix *-ly* in these Middles turns adjectives into adverbs. Students will study this *-ly* in Book Seven. (The other suffix *-ly*, which turns nouns into adjectives, as in *mother*, *motherly*, is discussed in Book Four.

3.19 Lesson Nineteen

Silent Final <e>in VCV

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

TABLE 3.39:

Short Vowels

[a] as in *mad*
 [e] as in *met*
 [i] as in *hid*
 [o] as in *hop*
 [u] as in *cut*
 [oo] as in *cook*

Long Vowels

[ā] as in *made*
 [ē] as in *meet*
 [ī] as in *hide*
 [ō] as in *hope*
 [ōō] as in *coot*
 [yōō] 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
cvc	cvc	cvc	cvc
hope	use	hide	made
vcv	vcv	vcv	vcv
cube	stripe	ate	ride
vcv	vcv	vcv	vcv
cub	strip	has	rid
cvc	cvc	cvc	cvc
name	cap	life	when
vcv	vcv	vcv	vcv
crab	home	thin	scene
cvc	vcv	cvc	vcv

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

3. Sort the words into this matrix:

TABLE 3.40: Words with the end

	CVC#	VCV
Words with long vowels	1	<i>hope</i>
		<i>ate</i>
		<i>cube</i>
		<i>life</i>
		<i>name</i>
		<i>made</i>
		<i>use</i>
		<i>ride</i>
		<i>stripe</i>
		<i>scene</i>
		<i>home</i>
		<i>hide</i>
		2
Words with short vowels	3	4
	<i>hop</i>	
	<i>hid</i>	
	<i>cub</i>	
	<i>has</i>	
	<i>crap</i>	
	<i>thin</i>	
	<i>big</i>	
	<i>mad</i>	
	<i>strip</i>	
	<i>rid</i>	
	<i>cap</i>	
	<i>when</i>	

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

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

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 long.

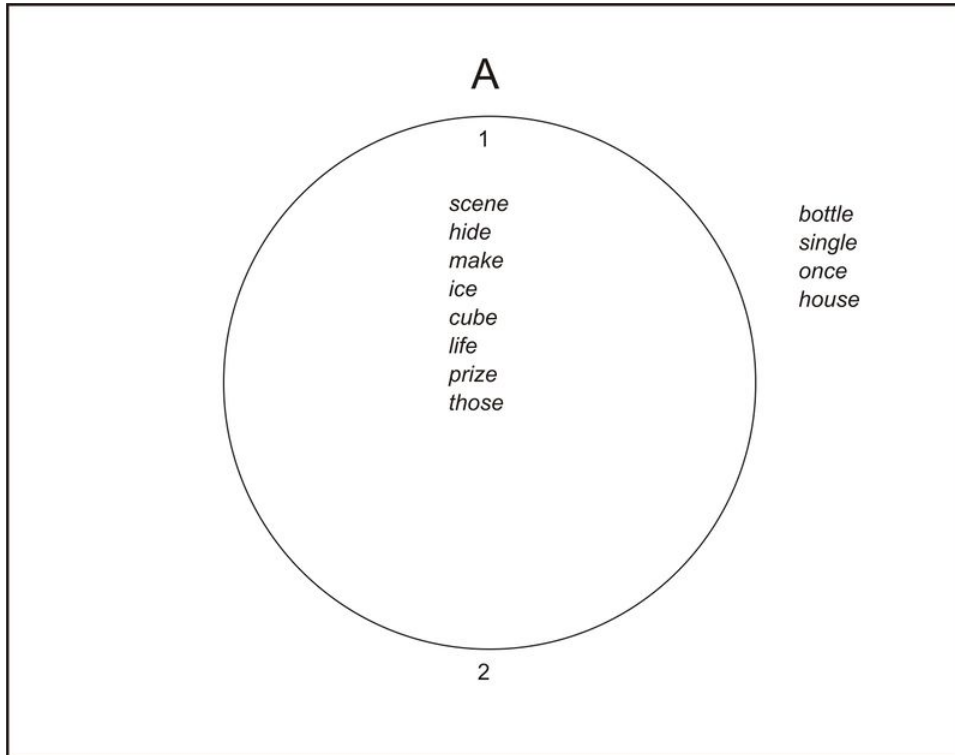


Word Venn. The following puzzle is called a Word Venn because it uses circles to help us sort things out in a way that was developed by an Englishman named John Venn. The Word Venn below defines two groups of words: those that go inside the circle and those that go outside the circle (but inside the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



Teaching Notes.

In future lessons the students will learn that silent final <e>has a number of different functions. But its most important one is marking long vowels in VCV strings.

Word Venn. Word Venns provide a sorting strategy rather like that done in tables and matrixes. But Venns allow sorts with more dimensions than do one-dimensional tables or two-dimensional matrixes. One-dimensional Venns, with only one circle, like that in this lesson, define only two groups: those words that go inside the circle vs. those that go outside it. Two-dimensional Venns, with two intersecting circles define four groups: (i) words that go inside the first circle but not inside the second, (ii) words that go inside the second circle but not inside the first, (iii) words that go inside both circles, and (iv) words that do not go inside either circle. For an example of a two-dimensional Venn, see Lesson 21. Three-dimensional Venns, with three intersecting circles define eight different groups (see Lesson 39). You can actually have four- and five-dimensional Venns, though things get quite complex when you try to keep track of so many different groups. (A four-dimensional Venn, with four intersecting circles, defines fourteen distinct groups)

Word Venns are based on the logic of the Venn diagrams used in mathematics, with which your students may already be working. Future lessons will present a series of increasingly complex Venns with lists of current words that students sort into the diagrams. Like the work with tables and matrixes, work with Venns serves the following purposes: 1. It gives the students another chance to work with the current words, to work with them in a way that involves some kind of analysis (determined by the features that are being used to define the Venn groups) as well as simply copying the words. 2. It reinforces the concepts represented by the features defining the Venn groups and their relationships. 3. It gives the students practice with another tool of inductive reasoning: for observing, analysing, and displaying results.

3.20 Lesson Twenty

A Second Kind of Change: Deleting Letters

1. The following rule is called 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.

2. **Twinning Rule.** Except for the letter $\langle x \rangle$, you twin the final consonant of a free base that ends in the pattern CVC# when you add a suffix that starts with a vowel.

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 $\langle e \rangle$.

Sometimes when you add a suffix to a free base, or a word, that ends with a silent final $\langle e \rangle$ that shows that the vowel in front of it is long, you take away the final $\langle e \rangle$: $hope + ing = hop\phi + ing = hoping$

This change is called **deleting the final $\langle e \rangle$** .

4. Analyze each of these words into a free base and a suffix. Each free base ends with a final $\langle e \rangle$ that shows that the vowel in front of it is long. Sometimes the final $\langle e \rangle$ was deleted when the suffix was added. Show any final $\langle e \rangle$'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 $\langle e \rangle$:

TABLE 3.41:

Word	= Free Base	+ Suffix
ripeness	= ripe	+ ness
ripest	= rip ϕ	+ est
hopes	= hope	+ s
hoping	= hop ϕ	+ ing
likely	= like	+ ly
liked	= lik ϕ	+ ed
whiteness	= white	+ ness
whitest	= whit ϕ	+ est
closes	= close	+ s
closed	= clos ϕ	+ ed
timer	= tim ϕ	+ er
timely	= time	+ ly
naming	= nam ϕ	+ ing
names	= name	+ s
cutely	= cute	+ ly
cutest	= cut ϕ	+ est
places	= place	+ s
placed	= plac ϕ	+ ed
user	= us ϕ	+ er
useless	= use	+ less
writer	= writ ϕ	+ er

TABLE 3.41: (continued)

Word	= Free Base	+ Suffix
writes	= write	+ s

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? a consonant

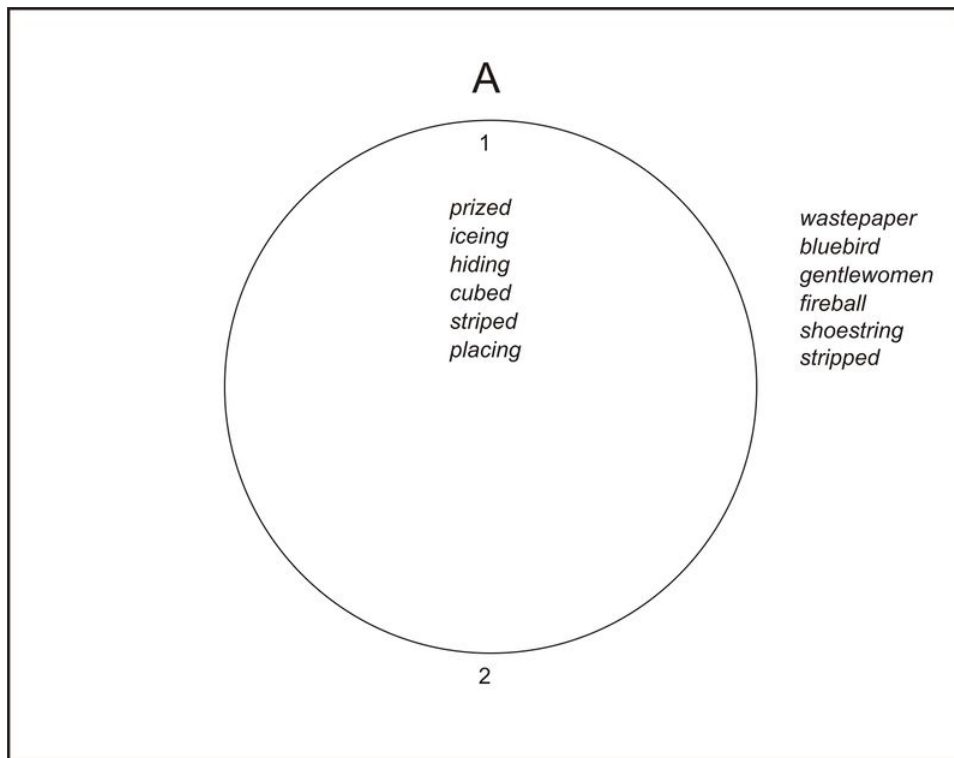
6. In words where the final <e>**was** deleted, did the suffix start with a vowel or with a consonant? a vowel

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



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

- | | | | |
|-------------|-----------|--------------|-------------|
| prized✓ | hiding✓ | gentleWomen✓ | placing✓ |
| wastepaper✓ | bluebrid✓ | striped✓ | shoestring✓ |
| icing✓ | cubed✓ | fireball✓ | stripped✓ |



Teaching Notes.

1. We are dealing here with the second of the three kinds of changes that were introduced in the Teaching Notes to Lesson 32 in Book One: (i) **adding** one or more letters, (ii) **deleting** one or more letters, (iii) **replacing** one or more letters. Simple addition is an example of no change; twinning is an example of adding a letter; final <e>deletion is

an example of deleting a letter; replacement, which is really a deletion followed by a replacement, is exemplified in assimilation, which is introduced in Book Four, Lessons 11-14.

2. Silent final <e> has several functions other than marking long vowels, functions that are discussed in later lessons of the *Basic Speller*: It can mark soft <c> and soft <g> (Book Three, Lessons 33-39); it can mark voiced <th> (Book Four, Lesson 16); it can insulate otherwise word-final < s >, < z >, < u >, and < v > (Book Four, Lesson 17); some final <e>'s are fossils, reflecting older, usually French, spellings and pronunciations (Book Six, Lesson 17). In spite of these various functions, the ultimate rule for deleting silent final <e> is not much more complicated than the first version produced in this current lesson. The major complication is for cases where the <e> is marking a soft <c> or <g> (thus, for instance, *managing*, with <e> deletion vs. *manageable*, without) (Book Three, Lessons 35 and 39). Also words that end with the pattern *Ve#* (such as *tee* and *toe*) create a minor complication (as in *toeing* and *teeing*, with no <e> deletion). But again, the final <e> deletion rule as produced in this lesson is very solid and gets at the heart of the matter. For more on silent final <e> and its deletion rule, see *AES*, pp. 145-60.

3. Word Venn. This could be a difficult activity. It may help to point out to the students that when they are looking for words to fit inside the circle, those in which a silent final <e> has been deleted, they are looking for the kind of words with which they worked in section 4 of this lesson. Encourage them to analyze the words as they do in section 4. Like those in section 4, all of the words in the Venn list start with a free base, and all but the five compounds end with a suffix. (As was pointed out in the teaching notes to Lesson 31 of Book 1, compound words practically always are formed through simple addition, with no final <e> deletion.)

In the Venn the pair *striped* and *stripped* illustrates the distinctions between long and short vowels, between CVC# and VCV, and between contexts for silent final <e> deletion and for twinning.

3.21 Lesson Twenty-one

More About Deleting Silent Final <e>

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

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:

hope
vcv

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~~e~~ + ing = hope
vcv vcv

But if the suffix starts with a consonant, you still need the final <e> to make the VCV pattern, so it's

hopeless not **hopless*
vcv vcc

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 3.42:

Word	= Free Base	+ Suffix
hoping	= <i>hope</i>	+ <i>ing</i>
hopes	= <i>hope</i>	+ <i>s</i>
making	= <i>make</i>	+ <i>ing</i>
makes	= <i>make</i>	+ <i>s</i>
timed	= <i>time</i>	+ <i>ed</i>
timer	= <i>time</i>	+ <i>er</i>
naming	= <i>name</i>	+ <i>s</i>
names	= <i>name</i>	+ <i>s</i>
cutest	= <i>cute</i>	+ <i>est</i>
cutely	= <i>cute</i>	+ <i>ly</i>
closed	= <i>close</i>	+ <i>ed</i>
closing	= <i>close</i>	+ <i>ing</i>

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

TABLE 3.43:

Free Base	+ Suffix	= word
<i>close</i>	+ <i>ed</i>	= <i>closed</i>
<i>close</i>	+ <i>es</i>	= <i>closes</i>

TABLE 3.43: (continued)

Free Base	+ Suffix	= word
hid e	+ ing	= <i>hiding</i>
hide	+ s	= <i>hides</i>
hom e	+ er	= <i>homer</i>
hom e	+ ing	= <i>homing</i>
us e	+ ed	= <i>used</i>
us e	+ er	= <i>user</i>
ic e	+ ing	= <i>icing</i>
ic e	+ y	= <i>icy</i>
write	+ s	= <i>writes</i>
writ e	+ er	= <i>writer</i>



Word Venn. This Word Venn is different from the ones you've already done because it has not just one circle, but two that intersect, or 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 labeled 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?

Words that neither end with a silent final <e> nor contain a long vowel

dance✓

white✓

moon✓

when✓

some✓

cute✓

too✓

brush✓

serve✓

home✓

boat✓

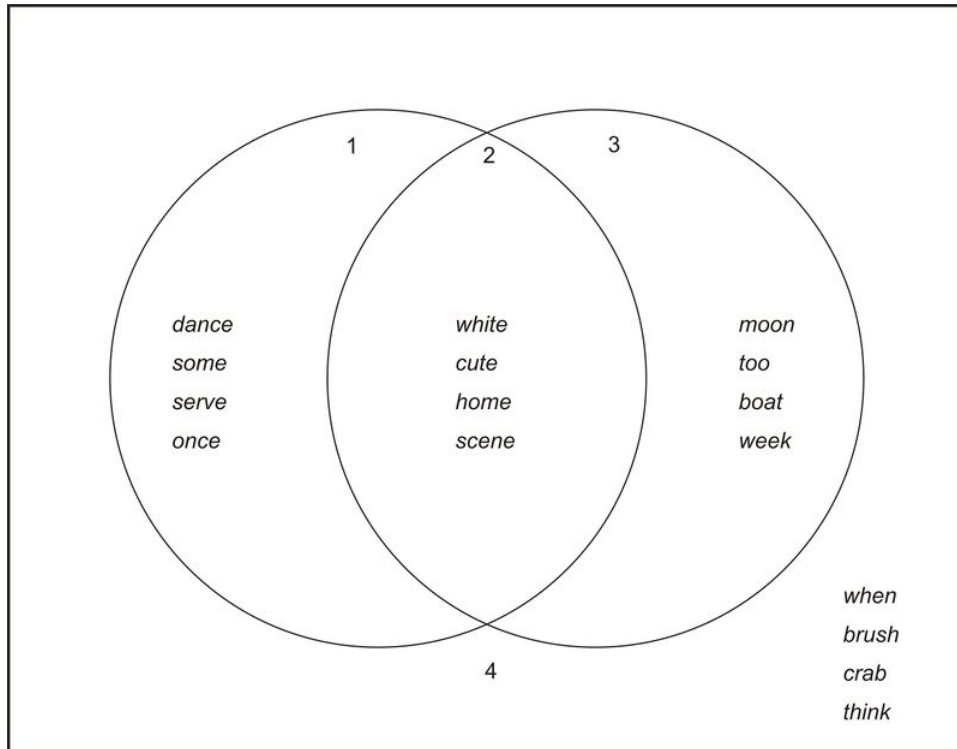
crab✓

once✓

scene✓

week✓

think✓



Teaching Notes. The point that is being made in this lesson is essentially that our spelling system is efficient: The final <e> is deleted because it is no longer needed to fill out the VCV pattern. For more on silent final <e> and its deletion rule, see chapter 8 of *AES*, pp. 145-60. For more on the development of silent final <e>'s role in the VCV pattern, see *AES*, pp. 97 – 99.

Word Venn. It is important for the students to see that there are four groups defined in this two-circle Venn: (1) Words with a long vowel but no final <e>, (2) words with both a long vowel and a final <e>, (3) words with no long vowel but a final <e>, and (4) words with neither a long vowel nor a final <e>. If they can see how the Venn defines those four groups, they understand the logic.

3.22 Lesson Twenty-two

Test Three

TABLE 3.44:

Words	show any changes
0. <i>cuter</i>	Free base + suffix = <u>cut</u> + <u>er</u>
1. <i>names</i>	Free base + suffix = <u>name</u> + <u>s</u>
2. <i>closer</i>	Free base + suffix = <u>close</u> + <u>er</u>
3. <i>cubes</i>	Free base + suffix = <u>cube</u> + <u>s</u>
4. <i>hoping</i>	Free base + suffix = <u>hope</u> + <u>ing</u>
5. <i>likely</i>	Free base + suffix = <u>like</u> + <u>ly</u>
6. <i>user</i>	Free base + suffix = <u>use</u> + <u>er</u>
7. <i>icy</i>	Free base + suffix = <u>ic</u> + <u>y</u>
8. <i>ripeness</i>	Free base + suffix = <u>ripe</u> + <u>ness</u>
9. <i>whitest</i>	Free base + suffix = <u>white</u> + <u>est</u>
10. <i>crabby</i>	Free base + suffix = <u>crab</u> + <u>b</u> + <u>y</u>

Logical follow-up questions could be, “Why isn’t the final <e>deleted in words 1, 3, 5, and 8?” “Why is the final <e>deleted in words 2, 4, 6, 7, and 9?” “Why is the < b > twinned in word 10?” “Why isn’t there any twinning in any of the other nine words?”

3.23 Lesson Twenty-three

The Suffix -s

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

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

2. Now sort the phrases into these two groups:

TABLE 3.45: Phrases with italicized words that . . .

do not end in < s >

an airport
that elephant
one color
his phone
each year

do end in < s >

several chairs
both sides
many shows
three uncles
all the plates
some songs
all mothers

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

4. Do the italicized words that DO end in < s > have the meaning “one” or “more than one”? “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 (c)

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

A **base** is (a)

(b) a base that can stand free by itself as a word.

A **free base** is (b)

(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”? “more than one”

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

TABLE 3.46:

Word	= Free Base	+ Suffix
chairs	= <i>chair</i>	+ <i>s</i>
plates	= <i>plate</i>	+ <i>s</i>
shows	= <i>show</i>	+ <i>s</i>
uncles	= <i>uncle</i>	+ <i>s</i>
songs	= <i>song</i>	+ <i>s</i>
sides	= <i>side</i>	+ <i>s</i>
mothers	= <i>mother</i>	+ <i>s</i>

Teaching Notes.

This is the first in a long series of lessons dealing with the noun plural suffix and its twoforms, *-s* and *-es*.

Item 2. Be sure that the students realize that they are to copy out the entire phrase here, not just the italicized word.

3.24 Lesson Twenty-four

The Suffix -s and Nouns

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

chair
song

plate
side

show
mother

uncle

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 song seemed okay.

The plate seemed okay.

The side, seemed okay.

The show seemed okay.

The mother seemed okay.

The uncle seemed okay.

Are all six words nouns? Yes

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 songs seemed okay.

The plates seemed okay.

The sides seemed okay

The shows seemed okay.

The mothers seemed okay.

The uncles seemed okay.

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

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? Only one

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

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

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 word *plus*, which has the meaning “more.”

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

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

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

Teaching Notes.

Item 1. Some students have problems with the person-place-or-thing definition of noun. Practice with the cloze sentence can help such students develop enough of an ear for nouns that the person-place-or-thing definition will begin to work for them. Later they will also be able to say that if a word adds *-s* or *-es* to show that there are more than one, it is a noun. That formal definition won't catch all nouns—*goose*, for instance, and *deer*—but it can help by screening out non-nouns. Offering different perspectives on the noun concept in this way can help students develop that important noun sense.

Item 2. Some of these sentences may seem a bit odd. Usually this sense of oddness is due to its being hard to imagine a setting in which one might say such a thing. It can help to have the students try to come up with settings in which it would be natural to say the given sentence. For instance, if a student says that “The side seemed okay” seems odd, you could suggest, or have the class try to suggest, settings—perhaps something like this: “The top of the desk was scratched but the side seemed okay.” This sort of setting-finding can have a gamelike quality to it.

One of the things that makes work with English parts of speech tricky for students is a process called *conversion*. A noun can be converted to be used as some other part of speech. For instance, the Old English word that became our word *side* was originally a noun, but over the centuries it was converted to an adjective (as in “a side street”) and to a verb (as in “She will side with her best friend”). Just about every noun in English has undergone conversion of this kind. Conversion makes our vocabulary much richer and more versatile, but it also makes defining the parts of speech a bit of a trial at times. The best we can do is tell our students that most words can function as more than one part of speech; it all depends on the setting.

Item 4. I find it useful to make a distinction here: Nouns name things; we use nouns to refer, or point, to things. Nouns don't refer; we do.

CHAPTER

4**Teacher 02-Lesson 25-48****Chapter Outline**

- 4.1 LESSON TWENTY-FIVE
 - 4.2 LESSON TWENTY-SIX
 - 4.3 LESSON TWENTY-SEVEN
 - 4.4 LESSON TWENTY-EIGHT
 - 4.5 LESSON TWENTY-NINE
 - 4.6 LESSON THIRTY
 - 4.7 LESSON THIRTY-ONE
 - 4.8 LESSON THIRTY-TWO
 - 4.9 LESSON THIRTY-THREE
 - 4.10 LESSON THIRTY-FOUR
 - 4.11 LESSON THIRTY-FIVE
 - 4.12 LESSON THIRTY-SIX
 - 4.13 LESSON THIRTY-SEVEN
 - 4.14 LESSON THIRTY-EIGHT
 - 4.15 LESSON THIRTY-NINE
 - 4.16 LESSON FORTY
 - 4.17 LESSON FORTY-ONE
 - 4.18 LESSON FORTY-TWO
 - 4.19 LESSON FORTY-THREE
 - 4.20 LESSON FORTY-FOUR
 - 4.21 LESSON FORTY-FIVE
 - 4.22 LESSON FORTY-SIX
 - 4.23 LESSON FORTY-SEVEN
 - 4.24 LESSON FORTY-EIGHT
-

4.1 Lesson Twenty-five

Sometimes -s, Sometimes -es

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

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	= <i>fingers</i>
house	+ es	= <i>houses</i>
box	+ es	= <i>boxes</i>
brush	+ es	= <i>brushes</i>
father	+ s	= <i>fathers</i>
dance	+ es	= <i>dances</i>
catch	+ es	= <i>catches</i>
guess	+ es	= <i>guesses</i>
place	+ es	= <i>places</i>
speech	+ es	= <i>speeches</i>
pitch	+ es	= <i>pitches</i>
phone	+ s	= <i>phones</i>
waltz	+ es	= <i>waltzes</i>
surprise	+ es	= <i>surprises</i>
inch	+ es	= <i>inches</i>

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

TABLE 4.2:

Singular Noun that Take -s

finger
father
phone

Singular Noun that Take -es

house
box
brush
dance
catch
guess
place
speech
pitch
waltz
surprise

TABLE 4.2: (continued)**Singular Noun that Take -s****Singular Noun that Take -es**
inch

Teaching Notes. In this lesson the students do the analysis that they will use in the next lesson to begin sorting out when to choose -s and when to choose -es.

4.2 Lesson Twenty-six

When It's -s and When It's -es

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

TABLE 4.3:

Singular Nouns that Take -es

house
box
bus
dance
catch
guess
place
speech
pitch
waltz
surprise
inch

Singular Nouns that Take -s

father
phone
finger

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:

TABLE 4.4: 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:		<i>finger</i> <i>father</i> <i>phone</i>
Nouns that Take -es:	<i>house</i> <i>speech</i> <i>box</i> <i>pitch</i> <i>brush</i> <i>waltz</i> <i>dance</i> <i>surprise</i> <i>catch</i> <i>inch</i> <i>guess</i> <i>place</i>	

- When you want to refer to more than one of something with a singular noun that ends in the sounds *[s]*, *[z]*, *[sh]*, or *[ch]*, you add *-es*.
- 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 *[s]*, *[z]*, *[sh]*, or *[ch]*, you add *-es*, but with most other nouns you add *-s*.



Word Changes

- Write the word *catch* in the blank:..... catch
- Add the suffix that means “more than one”:..... catches
- Change the < s > to the letter that comes right in front of it in the alphabet:..... catcher
- Change the first letter of the word to <w>and change the last letter to < s >:..... watches
- Change the first vowel in the word to <l>:..... witches
- 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>:..... pitcher
- Add the suffix that means “more than one”:..... pitchers
- Take away the < p > and the <t>. Then move the <r>up to the front of the word:..... riches
- Change the last letter of the word back to an <r>:..... richer

Riddle: A baseball player who makes a lot of money might be called a $\frac{\text{richer}}{\text{Word9}}$ $\frac{\text{pitcher}}{\text{Word6}}$.

Teaching Notes. The distinction between the use of *-es* and *-s* is a rational and understandable one. The sounds [s], [z], [sh], and [ch] are all hissing, or sibilant, sounds. (The sound [ch] is really a combination of two sounds: It starts with [t] and ends with the sibilant [sh].) If we were to add *-s* to singular nouns that end in these sibilant sounds, it would be difficult to distinguish between spoken singular and plural nouns. For instance, the plural of *box* would be *boxs, [bokss], which would quickly simplify to [boks], making the spoken singular and plural forms indistinguishable. The plural of *guess* would be *guesss, which would violate a constraint in English against triplet letters (see *AES*, p. 77), and the spoken singular and plural forms would be indistinguishable. So *-es*, pronounced [iz], is used in place of *-s*, making the distinction between the spoken singulars and plurals quite clear: [boks] vs. [ˈbɒk.sɪz] and [ges] vs. [ˈɡes.ɪz].

Item 1. Notice that *waltz* contains one of the very few instances in English in which <z>spells [s].

4.3 Lesson Twenty-seven

Practice with -s and -es

- When you want to refer to more than one of something with a singular noun that ends in the sounds *[s]*, *[z]*, *[sh]*, or *[ch]*, you add *-es*, but with most other nouns you add *-s*.
- Add the suffix *-s* or *-es* to each of the following singular nouns. Show any cases of final <e>deletion::

TABLE 4.5:

Singular Noun	+ - s or - es	= Plural Noun
chair	+ s	= <i>chairs</i>
box	+ <i>es</i>	= <i>boxes</i>
account	+ s	= <i>accounts</i>
book	+ s	= <i>books</i>
bottle	+ s	= <i>bottles</i>
brother	+ s	= <i>brothers</i>
danc ϕ	+ <i>es</i>	= <i>dances</i>
guess	+ <i>es</i>	= <i>guesses</i>
inch	+ <i>es</i>	= <i>inches</i>
hous ϕ	+ <i>es</i>	= <i>houses</i>
kiss	+ <i>es</i>	= <i>kisses</i>
pitch	+ <i>es</i>	= <i>itches</i>
uncle	+ s	= <i>uncles</i>
surpris ϕ	+ <i>es</i>	= <i>surprises</i>
waltz	+ <i>es</i>	= <i>waltzes</i>

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

TABLE 4.6:

Plural Noun	= Singular Noun	+ Suffix
bushes	= <i>bush</i>	+ <i>es</i>
dances	= <i>dancϕ</i>	+ <i>es</i>
surprises	= <i>surprisϕ</i>	+ <i>es</i>
catches	= <i>catch</i>	+ <i>es</i>
zoos	= <i>zoo</i>	+ s
prizes	= <i>prizϕ</i>	+ <i>es</i>
laughs	= <i>laugh</i>	+ s
speeches	= <i>speech</i>	+ <i>es</i>
fathers	= <i>father</i>	+ s
summers	= <i>summer</i>	+ s
taxes	= <i>tax</i>	+ <i>es</i>
brushes	= <i>brush</i>	+ <i>es</i>
houses	= <i>housϕ</i>	+ <i>es</i>

TABLE 4.6: (continued)

Plural Noun	= Singular Noun	+ Suffix
dinners	= <i>dinner</i>	+ <i>s</i>
places	= <i>place</i>	+ <i>s</i>

**Watch the Middles!****TABLE 4.7:**

account	
ac	<i>count</i>
<i>ac</i>	count
<i>ac</i>	<i>count</i>
<i>account</i>	<i>account</i>

TABLE 4.8:

society	
soci	<i>ety</i>
<i>soci</i>	ety
<i>soci</i>	<i>ety</i>
<i>society</i>	

Teaching Notes. Middles. In *society* the noun-forming suffix *-ety* is a form of the suffix *-ity*; it is used after bases that end with < i >.

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 just add those two elements together, we get a wrong spelling: *story + es = *storyes*

Here is what really happens: *story + 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? <y>

What letter is put in its place? <i>

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

2. The following rule is called 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.

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* (*rid e + 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 4.9:

Plural Noun	= Singular Noun	+ Change	+ Suffix
stories	= <i>story</i>	+ <i>i</i>	+ <i>es</i>
yesterday	= <i>yesterday</i>		+ <i>s</i>
doggies	= <i>doggy</i>	+ <i>i</i>	+ <i>es</i>
schoolboys	= <i>schoolboys</i>	+ <i>i</i>	+ <i>s</i>
supplies	= <i>supply</i>	+ <i>i</i>	+ <i>es</i>
countries	= <i>country</i>	+ <i>i</i>	+ <i>es</i>
monkeys	= <i>monkey</i>		+ <i>s</i>
babies	= <i>baby</i>	+ <i>i</i>	+ <i>es</i>
tries	= <i>try</i>	+ <i>i</i>	+ <i>es</i>
societies	= <i>society</i>	+ <i>i</i>	+ <i>es</i>
centuries	= <i>century</i>	+ <i>i</i>	+ <i>es</i>
attorneys	= <i>attorney</i>		+ <i>s</i>
hobbies	= <i>hobby</i>	+ <i>i</i>	+ <i>es</i>

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? A consonant. Which suffix did they take, *-es* or *-s*? -es.

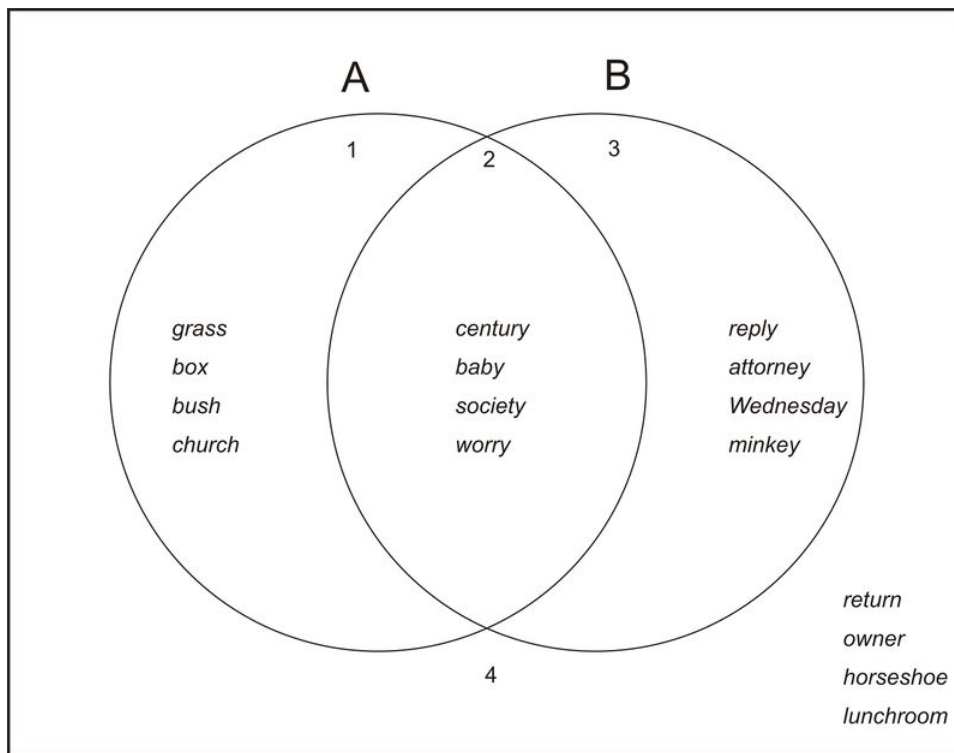
5. Look at the singular nouns in which the <y> did not change to an <i>. Is the letter right in front of the <y> a vowel or is it a consonant? A vowel. Which suffix did they -es or -s? -s.
6. When you make a plural noun out of a singular noun that ends in the letter <y> with a consonant letter right in front of it, you change the <y> to <i> and add the suffix -es.



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? Singular nouns that use the suffix -es to form plurals and end with the letter <y>. What kind of singular nouns should you put in area 4 outside the circles? Singular nouns that do not use the suffix -es to form plurals and do not end with the letter <y>

- | | | | |
|----------|---------|------------|------------|
| grass✓ | replay✓ | box✓ | attorney✓ |
| century✓ | rerun✓ | baby✓ | bush✓ |
| owner✓ | church✓ | Wednesday✓ | monkey✓ |
| society✓ | worry✓ | horseshoe✓ | lunchroom✓ |



Teaching Notes. The change of <y> to <i> is the first instance of the third kind of change—replacement, in which one letter is replaced by another—that can preempt the Rule of Simple Addition. In later lessons students will learn other settings in which the <y>-to-<i> replacement takes place. The replacement occurs because of a fairly strong distribution rule that became established in English by the 17th century: In general, the vowel letters <y> and <i> work together as a team, with <y> occurring in word-final position, <i> in word-initial and word-medial. Thus, when a final <y> preceded by a consonant becomes word-medial with the addition of a suffix, it is replaced with <i>. The replacement does not take place if the <y> is preceded by a vowel because in such cases the <y> is part

of a vowel digraph, and digraphs are routinely exempted from such tactical rules. Because of the strength of simple addition in forming compounds, the <y>-to-<i> replacement regularly does not occur inside compound words: *ladybug*, not **ladibug*. For more on the tactics of <y>and <i>, and the <y>-to-<i> rule, see *AES*, pp. 84-87.

4.5 Lesson Twenty-nine

Summary of the Suffixes -s and -es

1. When you make a plural noun out of a singular noun that ends in the letters $\langle s \rangle$, $\langle z \rangle$, $\langle x \rangle$, $\langle ch \rangle$, $\langle sh \rangle$, you add *-es*.
2. When you make a plural noun out of a singular noun that ends in the letter $\langle y \rangle$ with a *consonant* letter right in front of it, you change the $\langle y \rangle$ to $\langle i \rangle$ and add the suffix *-es*.
3. But usually when you want to make a noun plural, you just add the suffix *-s*
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 letters $\langle s \rangle$, $\langle z \rangle$, $\langle x \rangle$, $\langle ch \rangle$, or $\langle sh \rangle$, you add the suffix *-es*, and when you want to make a plural out of singular noun that ends in a $\langle y \rangle$ with a *consonant* letter right in front of it, you change the $\langle y \rangle$ to $\langle i \rangle$ and add the suffix *-es*, but with other nouns you just add the suffix *-s*.

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 4.10:

Plural Noun	= Singular Noun	+ Plural Suffix
countries	= <i>country</i> + <i>i</i>	+ <i>es</i>
years	= <i>year</i>	+ <i>s</i>
freeways	= <i>freeway</i>	+ <i>s</i>
turtles	= <i>turtle</i>	+ <i>s</i>
elephants	= <i>elephant</i>	+ <i>s</i>
dances	= <i>danc</i> ∅	+ <i>es</i>
monkeys	= <i>monkey</i>	+ <i>s</i>
kisses	= <i>kiss</i>	+ <i>es</i>
families	= <i>family</i> + <i>l</i>	+ <i>es</i>
schoolboys	= <i>schoolboy</i>	+ <i>s</i>

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 4.11:

Singular Noun	+ Suffix	= Plural Noun
try + <i>i</i>	+ <i>es</i>	= <i>tries</i>
Wednesday	+ <i>s</i>	= <i>Wednesdays</i>
speech	+ <i>es</i>	= <i>speeches</i>
surpris	+ <i>es</i>	= <i>surprises</i>
attorney	+ <i>s</i>	= <i>attorneys</i>
mommy + <i>i</i>	+ <i>s</i>	= <i>mommys</i>

TABLE 4.11: (continued)

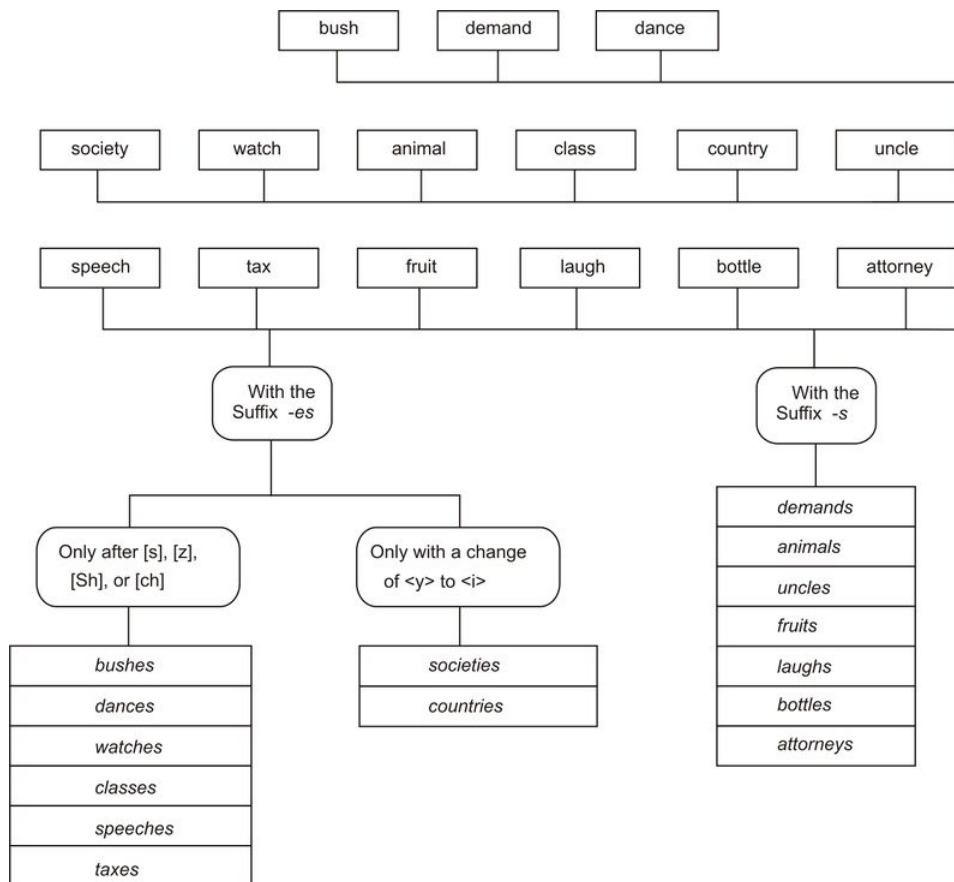
Singular Noun	+ Suffix	= Plural Noun
price	+ <i>es</i>	= <i>prices</i>
beauty + <i>i</i>	+ <i>s</i>	= <i>beauties</i>
society + <i>i</i>	+ <i>es</i>	= <i>societies</i>
country + <i>i</i>	+ <i>es</i>	= <i>countries</i>

Teaching Notes. In items 5 and 6 it is important that the students remember the final <e>deletion in *dances*, *surprises*, and *prices*.

4.6 Lesson Thirty

More Practice with Plural Suffixes

1. With this Workflow 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:

- animals*
- attorneys*
- bottles*
- bushes*
- classes*
- countries*
- dances*
- demands*
- fruits*

- j. *laughs*
- k. *societies*
- l. *speeches*
- m. *faxes*
- n. *uncles*
- o. *watches*

3. Nouns that refer to more than one thing are called plural nouns.

4. Nouns that refer to just one thing are called singular nouns.

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 4.12:

Singular Noun	+ Suffix	= Plural Noun
ability+ <i>i</i>	+ <i>es</i>	= <i>abilities</i>
dance	+ <i>s</i>	= <i>dances</i>
six	+ <i>es</i>	= <i>sixes</i>
yesterday	+ <i>s</i>	= <i>yesterdays</i>
memory+ <i>i</i>	+ <i>es</i>	= <i>memories</i>
demand	+ <i>s</i>	= <i>demands</i>
match	+ <i>es</i>	= <i>matches</i>
Wednesday	+ <i>s</i>	= <i>Wednesdays</i>
family + <i>i</i>	+ <i>es</i>	= <i>families</i>
design	+ <i>s</i>	= <i>designs</i>
crush	+ <i>es</i>	= <i>crushes</i>
library+ <i>i</i>	+ <i>es</i>	= <i>libraries</i>
beauty+ <i>i</i>	+ <i>es</i>	= <i>beauties</i>
pattern	+ <i>s</i>	= <i>patterns</i>
success	+ <i>es</i>	= <i>successes</i>
attorney	+ <i>s</i>	= <i>attorneys</i>

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 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 4.13:

Word'	+ Suffix	= New Word
supply + <i>i</i>	+ <i>er</i>	= <i>supplier</i>
bottl e	+ <i>ed</i>	= <i>bottled</i>
arriv e	+ <i>ing</i>	= <i>arriving</i>
stop + <i>p</i>	+ <i>er</i>	= <i>stopper</i>
whit e	+ <i>est</i>	= <i>whitest</i>
lik e	+ <i>ed</i>	= <i>liked</i>
try + <i>i</i>	+ <i>ed</i>	= <i>tried</i>
us e	+ <i>er</i>	= <i>user</i>
bat + <i>t</i>	+ <i>ing</i>	= <i>batting</i>
surpris e	+ <i>ed</i>	= <i>surprised</i>

4. Here are some to do the other way round:

TABLE 4.14:

Word	= Shorter Word	+ Suffix
dancer	= <i>danc</i> ϕ	+ <i>er</i>
supplied	= <i>supply</i> + <i>i</i>	+ <i>ed</i>
waltzing	= <i>waltz</i>	+ <i>ing</i>
arrived	= <i>arriv</i> ϕ	+ <i>ed</i>
designer	= <i>design</i>	+ <i>er</i>
silier	= <i>silly</i> + <i>i</i>	+ <i>er</i>
phoning	= <i>phon</i> ϕ	+ <i>ing</i>
writer	= <i>writ</i> ϕ	+ <i>er</i>
guessing	= <i>guess</i>	+ <i>ing</i>
pitcher	= <i>pitch</i>	+ <i>er</i>

4.8 Lesson Thirty-two

Test Four

TABLE 4.15:

Words	Analysis
0. <i>families</i>	Singular Noun + Suffix = <u>family</u> + <u>i</u> + <u>es</u>
1. <i>bushes</i>	Free Base + Suffix = <u>bush</u> + <u>es</u>
2. <i>houses</i>	Free Base + Suffix = <u>house</u> + <u>es</u>
3. <i>dances</i>	Free Base + Suffix = <u>danc</u> + <u>es</u>
4. <i>catches</i>	Free Base + Suffix = <u>catch</u> + <u>es</u>
5. <i>attorneys</i>	Singular Noun + Suffix = <u>attorney</u> + <u>s</u>
6. <i>tried</i>	Free Base + Suffix = <u>try</u> + <u>i</u> + <u>ed</u>
7. <i>beauties</i>	Singular Noun + Suffix = <u>beauty</u> + <u>i</u> + <u>es</u>
8. <i>supplier</i>	Shorter Word + Suffix = <u>supply</u> + <u>i</u> + <u>er</u>
9. <i>societies</i>	Singular Noun + Suffix = <u>society</u> + <u>i</u> + <u>es</u>
10. <i>Wednesdays</i>	Singular Noun + Suffix = <u>Wednesday</u> + <u>s</u>

Teaching Notes. Points to stress in follow-up discussion: the final <e>deletions in 2 and 3; the <y>to <i> replacements in 6, 7, 8, and 9; the lack of <y>to <i> replacements in 5 and 10; the reason for *-es* rather than *-s* in 1, 2, 3, and 4; the initial capital for the proper noun in 10.

4.9 Lesson Thirty-three

The Consonant Sounds [h] and [th]

1. You can hear the sound [h] at the beginning of *help*.
2. The sound [h] is usually spelled <h>, sometimes <wh>. Underline the letters that spell [h] in the following words:

<u>wh</u> o	any <u>h</u> ow	<u>h</u> ave	<u>wh</u> om
beh <u>h</u> ind	<u>wh</u> ole	<u>h</u> elicopter	<u>h</u> eight
ah <u>h</u> ead	per <u>h</u> aps	<u>wh</u> ose	<u>h</u> eard

3. The sound [h] is spelled <h> in eight of the words.

It is spelled <wh> in four of the words.

4. Sort the words into these two groups:

TABLE 4.16: Words with [h] spelled ...

<h>		<wh>
<i>beh<u>h</u>ind</i>	<i>h<u>h</u>ave</i>	<i>wh<u>h</u>o</i>
<i>ah<u>h</u>ead</i>	<i>hel<u>h</u>icopter</i>	<i>wh<u>h</u>ole</i>
<i>any<u>h</u>ow</i>	<i>he<u>h</u>ight</i>	<i>wh<u>h</u>ose</i>
<i>per<u>h</u>aps</i>	<i>he<u>h</u>ard</i>	<i>wh<u>h</u>om</i>

5. Two ways to spell [h] are <h> and <wh>.
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:

some <u>th</u> ing	ear <u>th</u>	<u>th</u> irty	<u>th</u> rough
<u>th</u> ank	mi <u>gh</u> t	hi <u>gh</u>	<u>th</u> in
li <u>gh</u> t	<u>th</u> ought	ch <u>ur</u> ch	with <u>o</u> ut
sh <u>o</u> rt	oft <u>en</u>	wh <u>er</u> e	ho <u>th</u> ead

8. Sort the words into these groups:

TABLE 4.17:

Words with [th]:

something
thank

Words with no [th]:

light
short

TABLE 4.17: (continued)

Words with [th]:	Words with no [th]:
<i>earth</i>	<i>might</i>
<i>thought</i>	<i>often</i>
<i>thirty</i>	<i>high</i>
<i>through</i>	<i>church</i>
<i>thin</i>	<i>where</i>
<i>without</i>	<i>hothead</i>

9. The two words with <th>but not [th] are *lighthouse* and *hothead*.

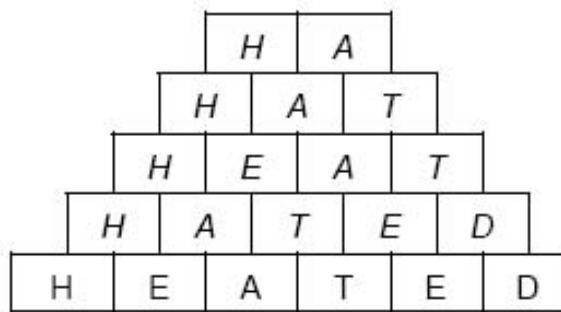
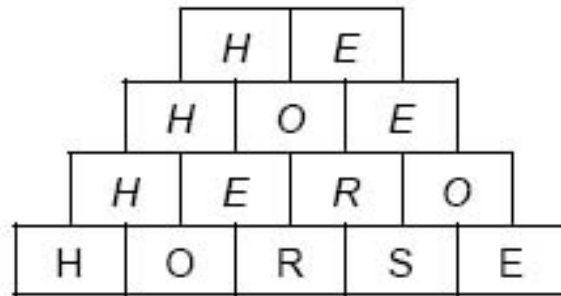
10. How many ways did you find to spell [th]? One

11. **How to Spell [th].** The sound [th] is always spelled <th>

That is an easy rule — and a good one!



Word Pyramids. The following Pyramids consist of words that contain the sound [h] spelled [U+0080] [U+0098] h/:



Teaching Notes. The sound [h] is very common in word-initial position; it practically always element-initial, and always syllable-initial. The <wh>spelling of [h] occurs only in *who*, *whole*, *whore* and their derivatives. In most cases <wh>spells [w] or [hw], more accurately [h^w], with a very light initial [h] sound. For more on [h], and especially on the <wh>spelling, see *AES*, pp. 386-90.

Item 11. The sound [th] actually has three very minor spellings beyond the major <th>: In a handful of very technical words [th] is spelled <tth>: *phthisis* (“a wasting away, consumption”, also pronounced with a [t] rather than [th]), *phthiocol* (“a substance produced by a certain human bacillus”), etc. In *chthonic* [th] is spelled <chth>. In *Matthew* it is spelled <tth>. For more on [th] (and its voiced counterpart [th], which will be discussed in the next lesson), see *AES*, pp. 384-86.

Word Pyramids. These two Pyramids have no single cell at the top because the name for the letter <h>, *aitch*, does not contain [h]. In the first Pyramid *horse* also contains the four-letter *hers* and *hose*; the three-letter *her*, and the two-letter *ho*. In the second Pyramid the only five-letter word with [h] contained in *heated* is *hated*; but *heated* contains also the four-letter *head* and *hate*; and the the three-letter *had*.

The word *helicopter* in Item 2, or more precisely its plural *helicopters*, is a good word for a continuing group quest: How many words that contain [h] spelled <h> can you find in the letters in *helicopters*? The following is, I believe, a fairly complete list: (8 letters) *heelpost*, *heliport*, *helistop*, *hosteler*, *hotelier*; (7 letters) *heretic*, *hipster*, *holiest*, *holster*, *hospice*, *hostile*, *rosehip*; (6 letters) *helper*, *hereto*, *heroic*, *herpes*, *holier*, *hostel*; (5 letters) *heist*, *hoist*, *horse*, *hotel*; (4 letters) *heel*, *help*, *here*, *hero*, *hers*, *hilt*, *hire*, *hole*, *hope*, *hose*, *host*; (3 letters) *hep*, *her*, *hie*, *hip*, *his*, *hit*, *hoe*, *hop*, *hot*; (2 letters) *ha*, *he*, *hi*, *ho*. Also there are the plurals of any singular nouns and the 3rd person singulars of any verbs in the preceding list that do not already contain < s >.

4.10 Lesson Thirty-four

The Consonant Sounds [th] and [θ]

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 [θ] sound that you can hear at the front of the word *thin*.

You can hear the other 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 [θ]. *Then* starts with the other sound, which we will write out as [tʰ].

So *thin* starts with [θ], and *then* starts with [tʰ].

You can also hear the two sounds at the end of *bath* and *bathe*. *Bath* ends with [θ]. *Bathe* ends with [tʰ].

2. Sort the words below into the two groups:

thank	breath	that	further
their	breathe	fifth	athlete
though	thought	cloth	clothes
thick	thousand	they	this
there	smooth	father	tooth

TABLE 4.18: Words that contain ...

[θ]		[tʰ]	
<i>thank</i>	<i>thousand</i>	<i>though</i>	<i>they</i>
<i>thief</i>	<i>fifth</i>	<i>there</i>	<i>father</i>
<i>thick</i>	<i>cloth</i>	<i>breathe</i>	<i>further</i>
<i>breath</i>	<i>athlete</i>	<i>smooth</i>	<i>clothes</i>
<i>thought</i>	<i>tooth</i>	<i>that</i>	<i>this</i>

3. In all of the words that contain [θ], how is [θ] spelled? <th>

4. So in this lesson you've seen that <th> spells two different sounds. The two sounds that are spelled <th> are [θ] and [tʰ].



Word Find. This Find contains twenty words that all start with the sounds [θ] 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:

T H R E E T H R E W T H E
 T H A T H T
 T H E E H O T H
 T H E M S E L V E S H O
 H I R F T E O U
 A R E T H T H U G
 N T F T A T H I S H
 K Y O H N H A T
 S R I K E N S
 E N Y D

TABLE 4.19:

Words that Start with [th]:		Words that Start with [th]:	
<i>three</i>	<i>thin</i>	<i>the</i>	<i>then</i>
<i>threw</i>	<i>thank</i>	<i>that</i>	<i>therefore</i>
<i>thug</i>	<i>thousand</i>	<i>thee</i>	<i>them</i>
<i>thanks</i>	<i>thoughts</i>	<i>themselves</i>	<i>those</i>
<i>thirty</i>	<i>theft</i>	<i>this</i>	<i>they</i>

Teaching Notes. The sounds [th] and [th] are another unvoiced-voiced pair: [th] is unvoiced, pronounced with no vibration of the vocal cords; [th] is voiced, pronounced with the vocal cords vibrating. Some students may have trouble hearing the distinction between the two. A good strategy is to have them try to feel the difference: If you put your fingers lightly against the middle of your throat right under your chin and say [th] and [th] several times, you can feel a buzzing in your throat when you say [th]. That buzzing is the vocal cords vibrating. Or you can simply repeat several times a pair contrasted with the [th]-[th] distinction: *bath, bathe; breath, breathe; wreath; wreath; lath, lathe*, etc.

Because of the subtle difference between the two sounds, you may find it a good idea to refer to them as unvoiced <th> and voiced <th>, assuming that the students know what voicing is.

Item 2. *Clothes* has two pronunciations, [klōthz] and [klōz]. In this exercise we are looking for the pronunciation with [th].

Item 4. The sound [th] is spelled like [th]—that is, <th>. But, except for *smooth* and the verb *mouth*, at the end of words the <th> spelling [th] must have a silent final <e> added, as in *bath* and *bathe* or *breath* and *breathe*. Lesson 16 in Book 4 discusses this use of silent final <e> to mark [th].

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:

<u>w</u> arm	<u>y</u> ours	<u>y</u> early	<u>w</u> ould
sw <u>i</u> mmer	<u>w</u> oman	toward	<u>y</u> owl
<u>y</u> ard	re <u>w</u> ind	qu <u>i</u> ck	sq <u>u</u> are
be <u>y</u> ond	<u>w</u> ords	<u>t</u> winning	<u>y</u> oung

3. Sort the words into these groups:

TABLE 4.20: Words with the sound ...

[w]:

warm
swimmer
woman
rewind
words
toward

quick
twinning
would
square

[y]:

yard
beyond
yours
yearly
yowl
young

4. Sort the words with [w] into these two groups:

TABLE 4.21: Words with [w] spelled ...

<w>:

warm
swimmer
woman
rewind

words
toward
twinning
would

< u >:

quick
square

5. In all six of the words that contain [y], the [y] sound is spelled <y>.



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 o r d s*

sour - *y o u r s*

moan - *w o m a n*

relay - *y e a r l y*

boned - *b e y o n d*

Teaching Notes. The letters <w>and < u >, which are the two major spellings of [w], and <y>, which is the major spelling of [y], are the three letters that are sometimes vowels and sometime consonants. When <w>and < u > spell [w], they are consonants, as is <y>when it spells [y]. You may want to return briefly to the discussion of <w>, < u >, and<y>; in Lessons 2 and 3 of Book 1 to review what is said there, especially for some of the complications with <w>. For more on [w], see *AES*, pp. 456-59; for more on [y], see pp. 459-60.

Item 2. In *yearly* the second <y>is spelling a vowel sound and is thus a vowel letter. In *yowl* the <y>is a consonant, but the <w>is part of the vowel digraph <ow>spelling the diphthong [ou] and is thus a vowel letter. In *yours*, *would*, and *young* < u > is a vowel.

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]:

unt <u>l</u>	col <u>l</u>	will	square
ear <u>th</u>	w <u>r</u> ite	parrot	anim <u>l</u>
w <u>r</u> ong	oth <u>er</u>	fol <u>l</u> ow	sorr <u>y</u>
l <u>l</u> ion	ri <u>g</u> ht	w <u>r</u> itten	gir <u>l</u>
al <u>l</u> most	hell <u>l</u>	worr <u>y</u>	arr <u>l</u> ive

3. Sort the words into these groups. Be careful! Two words go into both groups:

TABLE 4.22: Words with ...

[r]		[l]	
<i>earth</i>	<i>written</i>	<i>until</i>	<i>will</i>
<i>wrong</i>	<i>worry</i>	<i>lion</i>	<i>follow</i>
<i>color</i>	<i>square</i>	<i>almost</i>	<i>animal</i>
<i>write</i>	<i>sorry</i>	<i>color</i>	<i>girl</i>
<i>other</i>	<i>girl</i>	<i>hello</i>	
<i>right</i>			
<i>parrot</i>			

4. You should have found two ways to spell [l]:

The sound [l] is spelled <l> in six words.

The sound [l] is spelled <ll> in three words.

5. Sort the words with [l] into these two groups:

TABLE 4.23: Words with [l] spelled ...

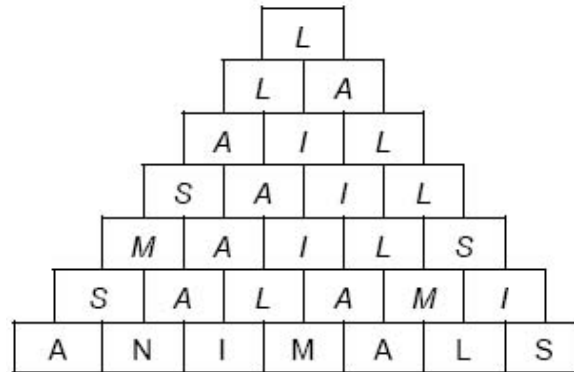
<l>	<ll>
<i>until</i>	<i>hello</i>
<i>lion</i>	<i>will</i>
<i>almost</i>	<i>follow</i>
<i>color</i>	
<i>animal</i>	

TABLE 4.23: (continued)

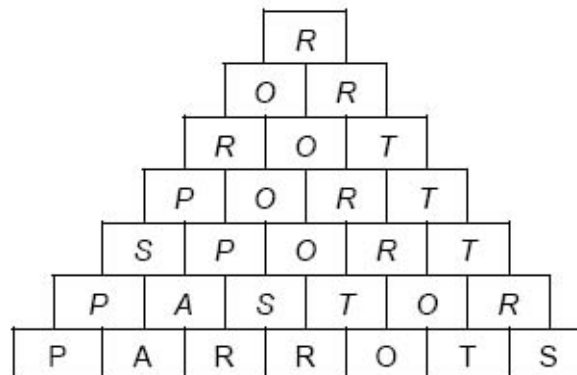
<l>
girl

<ll>

6. Two ways to spell [l] are <l> and <ll> .

**Word Pyramids.** The following Pyramid is made up of words that contain the sound [l] spelled <l> :

The following Pyramid is made up of words that contain the sound [r] spelled <r> :

**Teaching Notes.**

More than 99% of the time [l] is spelled either <l> or <ll>. But the sounds [l] and [r] can have dramatic and complicating effects on vowels that precede them. Lessons 22-26 in Book 6, which deal in some detail with the spellings of [l], raise some of these complications. For more information on [l] and its effects and spellings, see *AES*, pp. 439-47, especially pp. 440-41, dealing with the still-emerging pattern of usage for <l> and <ll>. For the long <o> before [l] in the regularly short VC# pattern, as in *patrol* and *control*, see *AES*, p. 94; for other long vowels before [l] in VCC strings (*hold*, *roll*, *child*, for example), see pp. 101-02; for the VC'C' le# vs. Vcle# contrast (as in *riffle* vs. *rifle*), see “VC'C' le string” and “VC le string” in the *AES* index.

Word Pyramids. These two Pyramids can be quite demanding. Although not all combinations of the following words can lead to solutions, here are the [l] words that are included in the word animals: (6 letters) *animal*, *manila*; *salami*; *lanais*, *lianas*; (5 letters) *lanai*, *liana*; *slain*, *snail*, *nails*; *alias*; *limas*, *mails*; *lamas*; (4 letters) *lain*, *nail*; *ails*, *sail*, *lais*; *slim*, *mils*; *mail*; *alms*, *slam*, *lams*; (3 letters) *nil*; *ail*; *lim*, *mil*; *alm*, *lam*; (2 letters) *la*, *li*.

In the second Pyramid *parrots* contains the following [r] words: (6 letters) *pastor*; (5 letters) *roast*; *ports*, *sport*, *strop*; (4 letters) *soar* *taro*; *rots*, *sort*, *tors*, *orts*; *port*; (3 letters) *oar*; *ort*, *rot*, *tor*; (2 letters) *ar* (the letter <r>); *or*.

4.13 Lesson Thirty-seven

More About [r]

1. Underline the letters that spell [r]:

ac <u>r</u> oss	w <u>r</u> ite	par <u>r</u> ot	another <u>r</u>
ear <u>r</u> th	sor <u>r</u> y	othe <u>r</u>	w <u>r</u> ong
ri <u>g</u> ht	w <u>r</u> itten	ar <u>r</u> ive	airpo <u>r</u> t
wor <u>r</u> y	togeth <u>r</u>	ove <u>r</u>	sq <u>a</u> re

2. You should have found three different ways to spell [r]:

Way #1: In nine words [r] is spelled <r>.

Way #2: In four words [r] is spelled <rr>.

Way #3: In three words [r] is spelled <wr>.

3. Now sort the words with [r] into these groups:

TABLE 4.24: Words with [r] spelled ...

Way#1:

across
earth
right
together
other
over
another
airport
square

Way #2:

worry
sorry
parrot
arrive

Way #3:

write
written
wrong

4. Three ways to spell [r] are <r>, <rr>, and <wr>.



Word Squares. All but three of the words in this Squares contain the sound [r].

Three-letters: ate

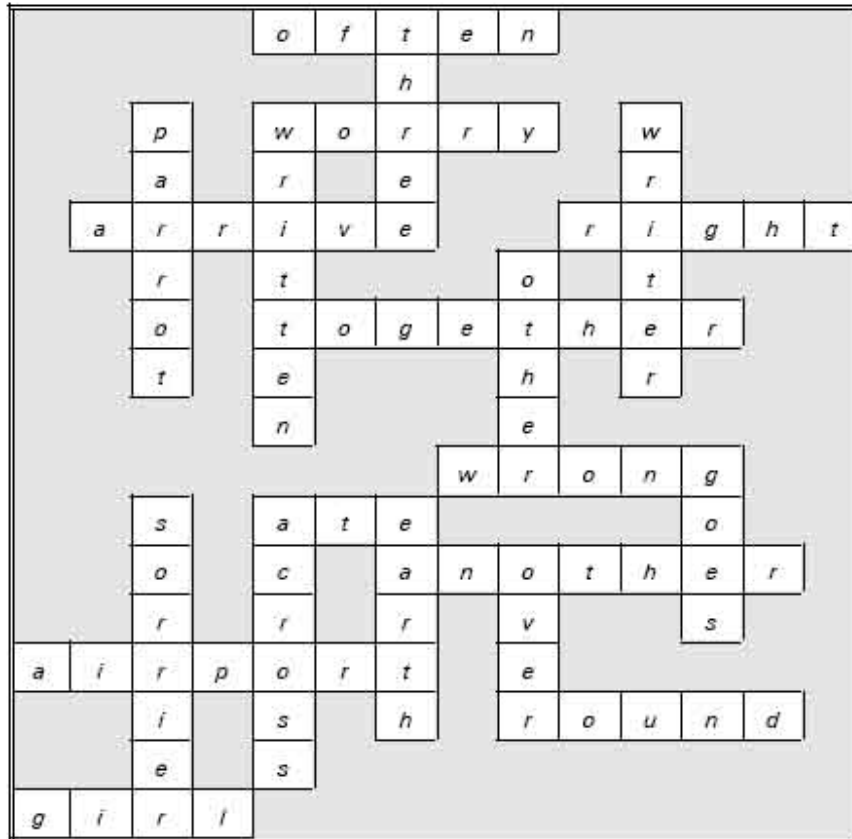
Four-letters: over, girl, goes

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 often, goes, and ate.

Teaching Notes. About 99% of the time [r] is spelled either <r> or <rr>. Nearly all of the remaining 1% is accounted for by the minor spelling <wr> and the even more minor <rh> and <rrh> (as in *rhythm* and *catarrh*). Even more so than [l], [r] has a radical effect on vowels that precede it. For a discussion of vowels before [r], see *AES*, pp. 307-26. For more on the spellings of [r], see pp. 447-55.

4.14 Lesson Thirty-eight

Compounds Like Backyard and Popcorn — and Others

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 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 topsoil .

A house **with** a light is a lighthouse .

A step **to** the side is a sidestep .

A spot **on** the sun is a sunspot .

Light **from** the moon moonlight .

An ache **in** your head is a headache .

2. Now try some the other way around:

A sunburn is a burn from the sun .

A headlight is a light at the head .

An eardrum is a drum in the ear .

A tabletop is the top of a table .

A sailboat is a boat with a sail .

A sidewalk is a walk along the side .

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 a fight between (or among) dogs .

An eyebrow is a brow over the eye .

Backspin is spin toward the back .

A churchyard is a yard outside a church .

A campfire is a fire at a camp .

A middleman is a man in the middle .

Rainwater is water from the rain .

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 watchdog .

A table that turns is a turntable .

A worm that glows is a glowworm .

A torch that blows is a blowtorch .

A line that guides is a guideline .

A man who works is a workman .

5. Now try these slightly different ones:

When the earth quakes, it’s an earthquake .

When a tooth aches, it’s a toothache .

When your nose bleeds, it’s a nosebleed .

When your heart beats, it’s a heartbeat .

When some land slides, it’s a landslide .

When day breaks, it’s daybreak .

When a snake bites, it’s a snakebite .



Word Venn. Inside circle A put only words containing the sound [r]. Inside circle B put only words containing the sound [l]:

earthquake✓

yearly✓

whole✓

themselves✓

turntable✓

parrot✓

rainwater✓

headache✓

often✓

wrong✓

helicopter✓

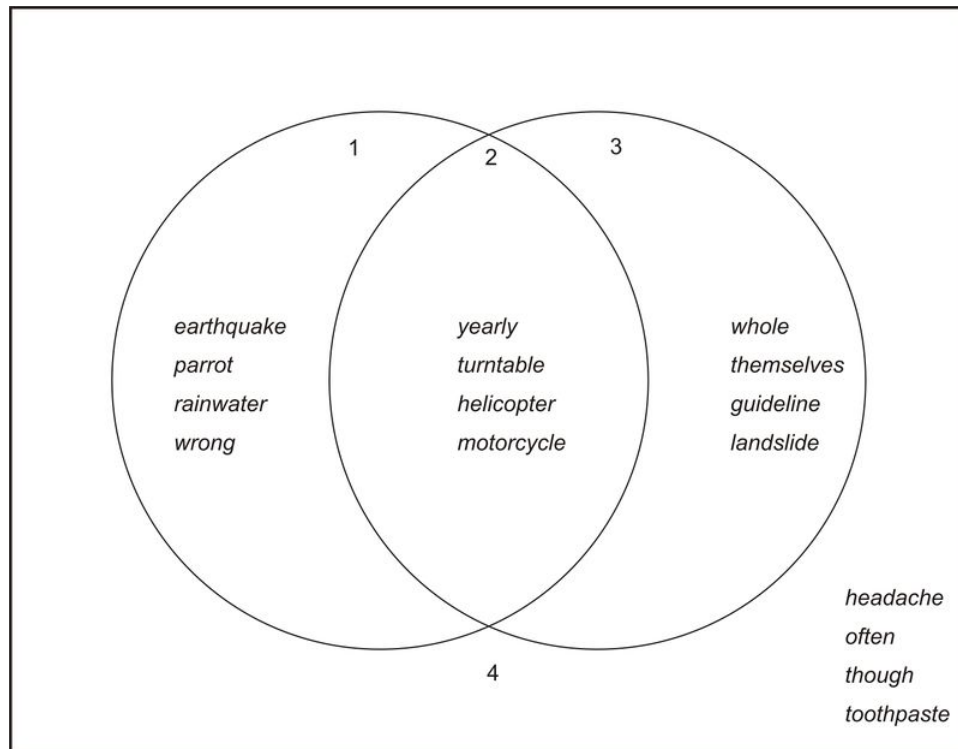
guideline✓

toothpaste✓

landslide✓

thought✓

motorcycle✓



Teaching Notes. This lesson on compounds, like the two earlier ones (2:13 and 2:14) provide work with prepositions like *of*, *for*, *with*, and so on. If your curriculum includes work with grammatical parts of speech, these lessons could tie in well with work with prepositions and prepositional phrases.

Our heavy use of compound words reflects the even heavier use made of them in Old English. We have lost some wonderful old compounds, which have been replaced by usually French or Latin adoptions: *āþwedd* “oath-promise, vow”, *bōchord* “book-hoard, library,” *dēorwurþe* “dear-worth, precious,” *galdorcraeft* “incantation-skill, magic.” (The symbol <þ> is thorn, which in Old English was used to represent [th] and [tʰ].)

Items 2 and 3. There is room for honest difference of opinion here.

4.15 Lesson Thirty-nine

Compounds Like Dogcatcher and Steamboat — and Others

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 backslapper .

Someone who keeps books is called a bookkeeper .

Someone who goes to church is called a churchgoer .

Someone who makes dresses is called a dressmaker .

Someone who fights fires is called a firefighter .

Someone who owns a home is called a homeowner .

Someone who breaks the law is called a lawbreaker .

Something that saves lives is called a lifesaver .

Someone who builds ships is called a shipbuilder .

Someone who holds stock is called a stockholder .

Someone who makes trouble is called a troublemaker .

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 windmill .

If a motor runs the cycle, it is called a motorcycle .

If water turns the wheel, it is called a waterwheel .

3. And here is a lightly different pattern:

A bee that makes honey is called a honeybee .

A girl who works with cows is called a cowgirl .

A glass that measures the hours is called an hourglass .

A mate who shares a room is called a roommate .

A man who makes sales is called a salesman .

4. Fill in the blanks:

Bread you make with ginger is gingerbread .

Sauce you make with apples is applesauce .

A knife you carry in your pocket is a pocketknife .

Wax made by bees is beeswax .

Cake eaten with coffee is coffeecake.

Work you do at home is homework.

A pot in which you make tea is a teapot.

A tub in which you take baths is a bathtub.

A room in which you take baths is a bathroom.

Paste with which you clean your teeth is toothpaste.

Water in which you wash dishes is dishwater.

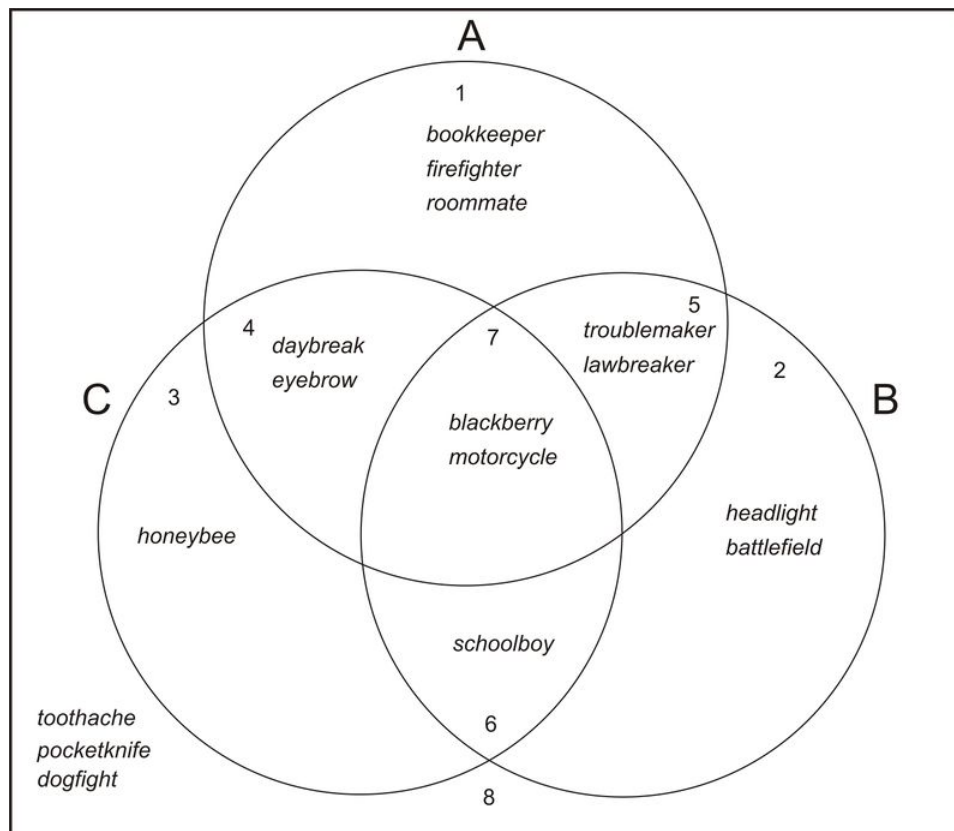
The room in which you eat lunch is the lunchroom.

A field in which people fight a battle is a battlefield.



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✓



Teaching Notes.

Notice that in most cases any plurals are stripped away from the first component in compounds: “a brush for brushing the teeth” is not a *teethbrush, but a *toothbrush*. But two holdouts are *salesman*, not * *saleman*, and *beeswax*, not **beewax*. Compounds with *man*, *men*, *woman*, or *women* as the second component often retain a plural first component.

Word Venn. This three-dimensional Venn could create real confusion for some students. You may find it helpful to have the class interpret the diagram by writing out a description or formula for each of the eight areas: 1 = [r] but no [l] and no vowel < y > 2 = [l] but no [r] and no vowel < y > ... 4 = [r] and vowel <y>but no [l] ... 8 = no [r], no [l],and no vowel <y>, etc. If the group could work out such a description that could be put up on the board, then students could refer to it as they work through the exercise.

4.16 Lesson Forty

The Prefix Re-

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

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

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

Here is a new term: A **prefix** is an element that cannot stand free as a word and goes at the front of words.

2. Analyze each word into its prefix and free base:

TABLE 4.25:

Word	= Prefix	+ Free Base
rebuild	= <i>re</i>	+ <i>build</i>
reheat	= <i>re</i>	+ <i>heat</i>
rewrite	= <i>re</i>	+ <i>write</i>
replay	= <i>re</i>	+ <i>play</i>
redo	= <i>re</i>	+ <i>do</i>
relive	= <i>re</i>	+ <i>live</i>

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”? “Again”

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:

<i>redraw</i>	<i>reader</i>	<i>rewritten</i>	<i>reach</i>
<i>ready</i>	<i>relight</i>	<i>reddest</i>	<i>remake</i>

Write down the four words that contain the prefix *re-*:

<i>redraw</i>	<i>relight</i>	<i>rewritten</i>	<i>remake</i>
---------------	----------------	------------------	---------------

Write down the four words that do not contain the prefix *re-*:

<i>ready</i>	<i>reader</i>	<i>reddest</i>	<i>reach</i>
--------------	---------------	----------------	--------------

7. Be ready to talk about this question: How did you figure out which four words contained the prefix *re-*?



Watch the Middles!

TABLE 4.26:

relight	
<i>re</i>	<i>light</i>
<i>re</i>	<i>light</i>
<i>re</i>	<i>light</i>
<i>relight</i>	<i>relight</i>

TABLE 4.27:

rewrite	
<i>re</i>	<i>write</i>
<i>re</i>	<i>write</i>
<i>re</i>	<i>write</i>
<i>rewrite</i>	<i>rewrite</i>

TABLE 4.28:

relit	
<i>re</i>	<i>lit</i>
<i>re</i>	<i>lit</i>
<i>re</i>	<i>lit</i>
<i>relit</i>	<i>relit</i>

TABLE 4.29:

rewritten	
<i>re</i>	<i>written</i>
<i>re</i>	<i>written</i>
<i>re</i>	<i>written</i>
<i>rewritten</i>	<i>rewritten</i>

Teaching Notes. *Re-* is one of our most common, productive, and easily recognized prefixes.

Item 4A. What we are hoping for here is that the students will have looked for the longest common string of letters at the beginning of the words—namely the <re>. They might also mention that they recognized the six different free bases and that when they subtracted the bases, all that was left was the common <re>. (Of course, the title of the lesson is also a pretty good clue!)

Item 4B. Here we hope the students will have recognized that all of the six words had a sense of “again” while the six free bases did not. So the “again” had to come with the prefix *re-*.

Item 6. Here we hope the students will have tried to analyze the words into a prefix plus a recognizable free base or word or that they will have looked for the sense of “again” in the original words. If their analysis didn’t work or there wasn’t the sense of “again,” the initial <re> is not the prefix *re-*.

4.17 Lesson Forty-one

The Meanings of Re-

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 4.30:

Word	= Prefix	+ Shorter Word	Re- means:
repay	= <i>re</i>	+ <i>pay</i>	“Back”
recycled	= <i>re</i>	+ <i>cycled</i>	“Again”
replace	= <i>re</i>	+ <i>place</i>	“Back”
rewriting	= <i>re</i>	+ <i>writing</i>	“Again”
rebuild	= <i>re</i>	+ <i>build</i>	“Again”
rebounds	= <i>re</i>	+ <i>bounds</i>	“Back”
reselling	= <i>re</i>	+ <i>selling</i>	“Again”
replayed	= <i>re</i>	+ <i>played</i>	“Again”
reheat	= <i>re</i>	+ <i>heat</i>	“Again”
refueled	= <i>re</i>	+ <i>fueled</i>	“Again”
rerunning	= <i>re</i>	+ <i>running</i>	“Again”

3. Seven of the shorter words you found above can be divided into an even shorter freebase 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 4.31:

Word	= Base Word	+ Suffix
<i>cycled</i>	= <i>cycl</i> é	+ <i>ed</i>
<i>writing</i>	= <i>writ</i> é	+ <i>ing</i>
<i>bounds</i>	= <i>bound</i>	+ <i>s</i>
<i>selling</i>	= <i>sell</i>	+ <i>ing</i>
<i>played</i>	= <i>play</i>	+ <i>ed</i>
<i>fueled</i>	= <i>fuel</i>	+ <i>ed</i>
<i>running</i>	= <i>run</i> + <i>n</i>	+ <i>ing</i>

4. Sometimes the prefix *re-* means “Again” and sometimes it means “Back”.

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	R	C	Y	C	R	E	P	L	A	Y	R	
	E				E						E	R
	P				R						W	R
	A				E						R	E
	Y				L						I	F
R		R	E	P	R	I	A	C	E		T	U
E						G	T	T	E	N	E	E
B						H						L
U						T					R	
I											E	
L		R	E	L	I	V	E		R	E	D	R
D											O	A
												W

Words in alphabetical order:

- rebuild*
- recycle*
- redo*
- redraw*
- refuel*
- relight*
- relive*
- repay*
- replace*
- replay*
- rewrite*
- rewritten*

Teaching Notes.

Item 2. Notice that in some of these words the distinction between “again” and “back” becomes quite subtle: for instance, *recycled*, *replace*, *rebuild*, *replayed*, and *rerunning* could in various contexts carry either of the two meanings. You might expect some differences of opinion here.

4.18 Lesson Forty-two

Test Five

TABLE 4.32:

Words	Analysis
1. <i>parrot</i>	[r] = <rr> ; [t] = <t>
2. <i>beyond</i>	[y] = <y> ; [n] = <n>
3. <i>arrive</i>	[r] = <rr>; [v] = <v>
4. <i>breathe</i>	[r] = <r>; [th] =
5. <i>earth</i>	[r] = <r> ; [th] =
6. <i>replaying</i>	Prefix + Free Base + Suffix = <u>re</u> + <u>play</u> + <u>ing</u>
7. <i>recycled</i>	Prefix + Free Base + Suffix = <u>re</u> + <u>cycl</u> + <u>ed</u>
8. <i>rebuild</i>	Prefix + Free Base = <u>re</u> + <u>build</u>
9. <i>sorrier</i>	Free Base + Suffix = <u>sorry</u> + <u>i</u> + <u>er</u>
10. <i>written</i>	[r] = <wr> ; [t] = <tt>

Teaching Notes. Things to stress: In 4 and 5: The silent final <e>in breathe with [th]vs. no silent final <e>in earth with [th]. In 7: the final <e>deletion and the VCV pattern in *cycle*. In 9: the <y>- to-< i > replacement. In 10: The VCC pattern in *written*.

4.19 Lesson Forty-three

Review of Long and Short Vowel Patterns

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
v cv	v cc	v cc	v cv	v cc
follows	cutely	icing	pattern	home
v cc	v cv	v cv	v cc	v cv
scene	yes	reddest	rid	watches
v cv	v cc	v cc	cvc	v cc
union	yesterday	hot	that	then
v cv	v cc	cvc	cvc	cvc
ate	placing	ride	these	whole
v cv	v cv	v cv	v cv	v cv

Now in words ending VC# mark the letter in front of V either V or C.

2. Sort the words into this matrix:

TABLE 4.33: Words with the pattern

Words with short vowels:	VCC	CVC#	VCV
	<i>follows</i>	<i>yes</i>	3
	<i>hobbies</i>	<i>hot</i>	
	<i>yesterday</i>	<i>rid</i>	
	<i>reddest</i>	<i>that</i>	
	<i>pattern</i>	<i>then</i>	
	<i>grandfather</i>	2	
	<i>monkey</i>		
	<i>watches</i>		
	1		

TABLE 4.33: (continued)

	VCC	CVC#	VCV
Words with long vowels:	4	5	<i>baby</i> <i>scene</i> <i>union</i> <i>ate</i> <i>cutely</i> <i>placing</i> <i>icing</i> <i>ride</i> <i>white</i> <i>these</i> <i>home</i> <i>whole</i> 6

3. In the patterns VCC and CVC# the vowels are *short*, but in the pattern VCV the first vowel is *long*.
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
vcv	vcc	vcc	vcc	vcv	vcv
seller	sister	union	whose	yesterday	whitest
vcc	vcc	vcv	vcv	vcc	vcv
placing	lucky	follow	safely	wrong	written
vcv	vcc	vcc	vcv	vcc	vcc

5. Now sort the words into this matrix. Several squares should be empty when you are done:

TABLE 4.34:

Words with [a]:	Words with VCC:	Words with VCV:
Words with [e]:	<i>alcohol</i>	
Words with [i]:	<i>seller</i>	
Words with [o]:	<i>yesterday</i>	
Words with [u]:	<i>sister</i>	
Words with [ū]:	<i>written</i>	
Words with [ē]:	<i>follow</i>	
Words with [ī]:	<i>hobbies</i>	
Words with [ō]:	<i>wrong</i>	
Words with ȝō:	<i>lucky</i>	
Words with yōō:	<i>uncle</i>	
		<i>placing safely</i>
		<i>even</i>
		<i>whitest</i>
		<i>hopes</i>
		<i>whose</i>
		<i>union</i>
		<i>cutest</i>

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:

<u>p</u> attern	<u>b</u> eauty	ab <u>ility</u>	<u>d</u> esign	su <u>cc</u> ess
th <u>ink</u> er	<u>d</u> oggies	<u>b</u> acks	<u>pr</u> incess	<u>gh</u> ost
<u>p</u> icnic	ye <u>st</u> erday	acc <u>ou</u> nt	att <u>or</u> ney	h <u>ob</u> by
re <u>pl</u> ace	su <u>pp</u> ly	lib <u>ra</u> ry	<u>b</u> ottle	re <u>dd</u> est
<u>sch</u> ool	<u>k</u> ickers	to <u>g</u> ether	hu <u>ng</u> ry	su <u>pp</u> lies
ask <u>ing</u>	<u>b</u> attle	so <u>ci</u> ety	un <u>happ</u> y	gra <u>nd</u> mother

2. Now sort the words into the following groups:

TABLE 4.35: Words with the sound...

[p]	[b]	[t]
<i>pattern</i>	<i>beauty</i>	<i>pattern</i>
<i>picnic</i>	<i>battle</i>	<i>beauty</i>
<i>replace</i>	<i>ability</i>	<i>yesterday</i>
<i>supply</i>	<i>backs</i>	<i>battle</i>
<i>princess</i>	<i>library</i>	<i>ability</i>
<i>applesauce</i>	<i>bottle</i>	<i>account</i>
<i>supplies</i>	<i>hobby</i>	<i>together</i>
		<i>society</i>
		<i>attorney</i>
		<i>bottle</i>
		<i>ghost</i>
		<i>reddest</i>

TABLE 4.36:

[d]	[k]	[g]
<i>doggies</i>	<i>thinker</i>	<i>doggies</i>
<i>yesterday</i>	<i>picnic</i>	<i>together</i>
<i>design</i>	<i>school</i>	<i>hungry</i>
<i>reddest</i>	<i>asking</i>	<i>ghost</i>
<i>grandmother</i>	<i>kickers</i>	<i>grandmother</i>
	<i>backs</i>	
	<i>account</i>	
	<i>success</i>	

4. Two ways of spelling [p] are < p > and <pp> .
5. Two ways of spelling [b] are < b > and <bb>.
6. Two ways of spelling [t] are <t> and <tt >.
7. Two ways of spelling [d] are <d> and < dd >.
8. Three ways of spelling [g] are <g> ,<gg> , and <gh> .
9. Five ways of spelling [k] are <k> , <c> , <ck> , <cc> , and <ch> .



Watch the Middles!

TABLE 4.37:

picnics

picnic	<i>s</i>
<i>pinic</i>	<i>s</i>
<i>pinic</i>	<i>s</i>
<i>picnics</i>	

TABLE 4.38:

sixth

six	<i>th</i>
<i>six</i>	<i>th</i>
<i>six</i>	<i>th</i>
<i>sixth</i>	

Teaching Notes.

Item 1. You may encounter some perception problems when students underline the various stop sounds being reviewed in this lesson. The [t]'s in words like *pattern*, *beauty*, *yesterday*, *battle*, and *bottle* involve the flap-[d] discussed earlier (Teaching Notes, Book 1, Lesson 14). The [d] in *grandmother* is usually lost in informal pronunciations, though we choose a pronunciation here that retains the [d].

Also, you may want to point out that in *account* the <cc>spells [k] while in *success* it spells [ks] because of the <e>following the second <c>.

4.21 Lesson Forty-five

Review of Vowel Sounds and Letters

1. Underline the letters that are spelling the first vowel sound in these words:

saf <u>e</u> ly	re <u>a</u> dy	te <u>a</u> chers	si <u>s</u> ter	gr <u>a</u> ndfather
hi <u>d</u> ing	o <u>f</u> ten	lo <u>a</u> ding	bu <u>z</u> zing	mo <u>o</u> n
u <u>n</u> ited	cu <u>t</u> est	g <u>o</u> od	da <u>n</u> cing	af <u>t</u> er
g <u>a</u> ve	ye <u>s</u> terday	e <u>v</u> en	pr <u>i</u> ncess	cy <u>c</u> le
wa <u>t</u> ered	sh <u>o</u> w	br <u>o</u> ther	ru <u>l</u> ers	bo <u>o</u> k
pl <u>a</u> y	he <u>l</u> lo	fr <u>e</u> eways	di <u>n</u> ners	whi <u>t</u> est
mo <u>m</u> my	th <u>o</u> se	yo <u>u</u> ng	wh <u>o</u>	fu <u>l</u> l

2. Sort the words into these groups. Each word goes into just one group:

TABLE 4.39: Words whose first vowel sound is...

[a]	[ā]	[e]
<i>dancing</i>	<i>safely</i>	<i>ready</i>
<i>grandfather</i>	<i>gave</i>	<i>yesterday</i>
<i>after</i>	<i>play</i>	<i>hello</i>

3.

TABLE 4.40: Words whose first vowel sound is...

[ē]	[i]	[î]
<i>teachers</i>	<i>sister</i>	<i>hiding</i>
<i>even</i>	<i>princess</i>	<i>cycle</i>
<i>freeways</i>	<i>dinners</i>	<i>whitest</i>

TABLE 4.41: Words whose first vowel sound is...

[o]	[ō]	[u]
<i>watered</i>	<i>show</i>	<i>brother</i>
<i>mommy</i>	<i>those</i>	<i>young</i>
<i>often</i>	<i>loading</i>	<i>buzzing</i>

5.

TABLE 4.42: Words whose first vowel sound is...

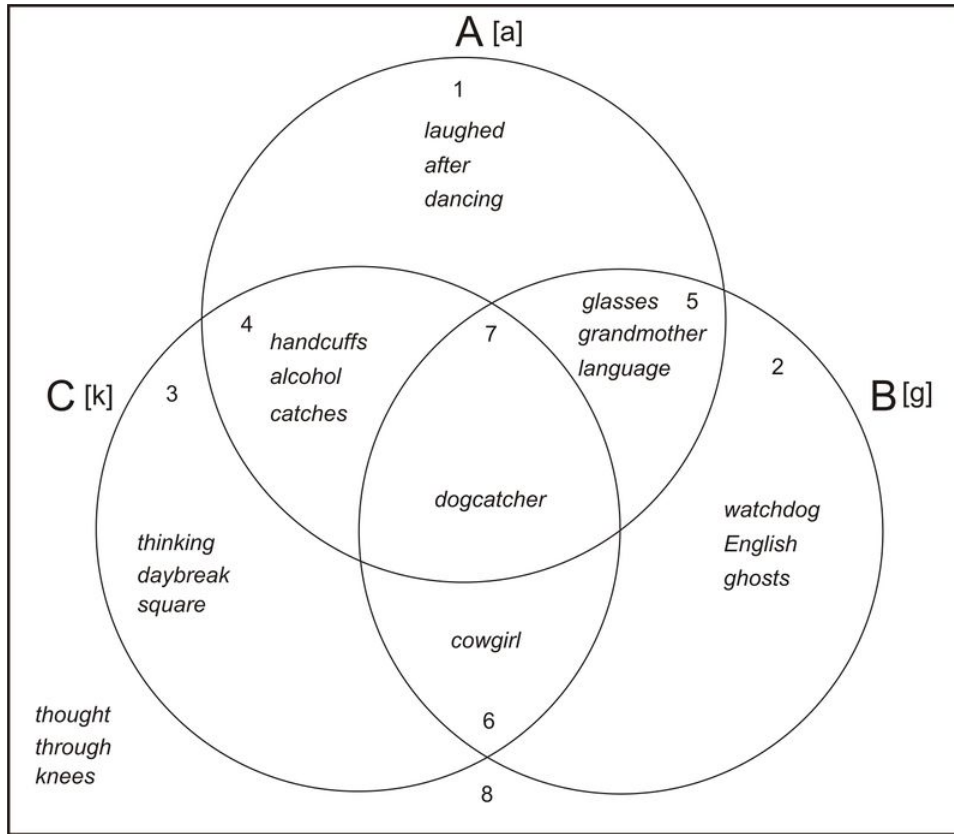
[ɔ̃]	[ɔ̃]	[yɔ̃]
<i>good</i>	<i>rulers</i>	<i>united</i>
<i>book</i>	<i>who</i>	<i>cutest</i>
<i>full</i>	<i>moon</i>	

6. In the words above two ways to spell [ā] are <a> and <ay> .
7. In the words above two ways to spell [e] are <e> and <ea> .
8. Three ways to spell [ē] are <e> , <ee> , and <ea> .
9. Two ways to spell [ī] are <i> and <y> .
10. Two ways to spell [o] are <o> and <a> .
11. Three ways to spell [Ō] are <o> , <ow> , and <oa> .
12. Three ways to spell [u] are <u> , <o> , and <ou> .
13. Two ways to spell [ɔ̃] are <oo> and <u> .
14. Three ways to spell [ɔ̃] are <o> , and <oo> .
15. One way to spell [yɔ̃] is <u> .



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



Teaching Notes.

In Items 6-15 the answers are based on the 35 words listed in Item 1.

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 prefix.
2. An element that cannot stand free as a word and goes at the end of a word is called a suffix.
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 4.43:

Word	= Analysis
rebound	= <i>re + bound + s</i>
monkeys	= <i>monkey + s</i>
Unmixed	= <i>un + mix + ed</i>
reviewed	= <i>re + view + ed</i>
churches	= <i>church + es</i>
quickest	= <i>quick + est</i>
visiting	= <i>visit + ing</i>
repays	= <i>re + pay + s</i>
refueled	= <i>re + fuel + ed</i>
undresses	= <i>un + dress + es</i>
thoughts	= <i>thought + s</i>
unsafe	= <i>un + safe</i>
rebuilding	= <i>re + build + ing</i>
reheated	= <i>re + heat + ed</i>

4. Add these prefixes, words, and suffixes together to spell some longer words.

TABLE 4.44:

Prefixes, Words, and Suffixes	= Longer Word
read + er	= <i>reader</i>
ghost + s	= <i>ghosts</i>
design + er + s	= <i>designers</i>
re + light + ing	= <i>relighting</i>
un + load + ed	= <i>unloaded</i>
work + er + s	= <i>workers</i>
young + est	= <i>youngest</i>
show + ing + s	= <i>showings</i>
re + do + ing	= <i>redoing</i>
demand + ed	= <i>demanded</i>
breath + ing	= <i>breathing</i>
turtle + s	= <i>turtles</i>
breath + less + ly	= <i>breathlessly</i>

TABLE 4.44: (continued)**Prefixes, Words, and Suffixes**

round + est

heat + er + s

= Longer Word= *roundest*= *heaters***Watch the Middles!****TABLE 4.45:****ghosts**

ghost

*ghost**ghost**ghosts**s**s**s**ghosts***TABLE 4.46:****supply**

up

*sup**sup**supply**ply**ply**ply**supply*

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 4.47:

Word	= Shorter Word	+ Suffix
libraries	= <i>libray</i> + <i>i</i>	+ <i>es</i>
maddest	= <i>mad</i> + <i>d</i>	+ <i>est</i>
recycles	= <i>recycle</i>	+ <i>s</i>
societies	= <i>society</i> + <i>i</i>	+ <i>est</i>
helicopters	= <i>helicopter</i>	+ <i>s</i>
rerunning	= <i>return</i> + <i>n</i>	+ <i>ing</i>
named	= <i>nam</i> + <i>ed</i>	+ <i>ed</i>
shutter	= <i>shut</i> + <i>t</i>	+ <i>er</i>
families	= <i>family</i>	+ <i>es</i>
rewriting	= <i>rewrit</i> + <i>ing</i>	+ <i>ing</i>
ruler	= <i>rul</i> + <i>er</i>	+ <i>er</i>
stories	= <i>story</i>	+ <i>es</i>

2. Add these prefixes, words and suffixes together. Show any twinning or final <e>deletion, or <y>'s that are changed to <i >:

TABLE 4.48:

Prefixes, Words, and Suffixes	= Longer Word
family + <i>i</i> + <i>es</i>	= <i>families</i>
century + <i>i</i> + <i>es</i>	= <i>centuries</i>
un + plan + <i>n</i> + <i>ed</i>	= <i>unplanned</i>
short + <i>est</i>	= <i>shortest</i>
re + liv + <i>ed</i>	= <i>relived</i>
brother + <i>s</i>	= <i>brothers</i>
mad + <i>d</i> + <i>er</i>	= <i>madder</i>
book + keep + <i>er</i>	= <i>bookkeeper</i>
un + tim + <i>ed</i>	= <i>unlined</i>
teach + <i>er</i> + <i>s</i>	= <i>teachers</i>
supply + <i>i</i> + <i>es</i>	= <i>supplies</i>
success + <i>es</i>	= <i>successes</i>
zoo + <i>s</i>	= <i>zoos</i>
think + <i>er</i> + <i>s</i>	= <i>thinkers</i>
un + done	= <i>undone</i>
full + <i>est</i>	= <i>fullest</i>
society + <i>i</i> + <i>es</i>	= <i>societies</i>

TABLE 4.48: (continued)

Prefixes, Words, and Suffixes	= Longer Word
book + s	= <i>books</i>
quick + est	= <i>quickest</i>
ghost + s	= <i>ghosts</i>
un + mix + ed	= <i>unmixed</i>
cloth e + ing	= <i>clothing</i>
picnic + s	= <i>picnics</i>
supply + l + er + s	= <i>suppliers</i>
six + th + s	= <i>sixths</i>
head + ache + s	= <i>headaches</i>
ice + y + i + est	= <i>tiniest</i>
re + view + er + s	= <i>reviewers</i>

4.24 Lesson Forty-eight

Test Six

TABLE 4.49:

Words

1. *unmixed*
2. *churches*
3. *pattern*
4. *grandfather*
5. *clothing*
6. *unions*
7. *picnics*
8. *yesterday*
9. *princesses*
10. *reviewers*

Analysis

Prefix + Free Base + Suffix = un + mix + ed

Free Base + Suffix = church + es

[p] = < p >, [t] = < tt >, [r] = < r >

Free Base + Free Base = grand + father

Free Base + Suffix = cloth~~e~~ + ing

[yoō] = < u >, < s > = [z]

[k] = < c > and < c >, < s > = [s]

[y] = < y >, [ā] = < ay >

[s] = < c > and < ss >, [z] = < s >

Prefix + Free Base + Suffix + Suffix = re + view + er + s

Teaching Notes.

5. The final <e>deletion is crucial. *Clothing* is formed from the verb *clothe*, not from the noun *cloth*.

Questions to ask: Why the -es in *churches* and *princesses*, but -s in *unions*, *picnics*, and *reviewers*? Why does the <c> in *princesses* spell [s] while the ones in *picnics* spell [k]? Why the difference in the way -s is pronounced in *unions* and *picnics*? If you were to make *grandfather* into a plural, which suffix would you add and how would it be pronounced—and why?

CHAPTER

5**Teacher 03-Lesson 1-24****Chapter Outline**

- 5.1 LESSON ONE
 - 5.2 LESSON TWO
 - 5.3 LESSON THREE
 - 5.4 LESSON FOUR
 - 5.5 LESSON FIVE
 - 5.6 LESSON SIX
 - 5.7 LESSON SEVEN
 - 5.8 LESSON EIGHT
 - 5.9 LESSON NINE
 - 5.10 LESSON TEN
 - 5.11 LESSON ELEVEN
 - 5.12 LESSON TWELVE
 - 5.13 LESSON THIRTEEN
 - 5.14 LESSON FOURTEEN
 - 5.15 LESSON FIFTEEN
 - 5.16 LESSON SIXTEEN
 - 5.17 LESSON SEVENTEEN
 - 5.18 LESSON EIGHTEEN
 - 5.19 LESSON NINETEEN
 - 5.20 LESSON TWENTY
 - 5.21 LESSON TWENTY-ONE
 - 5.22 LESSON TWENTY-TWO
 - 5.23 LESSON TWENTY-THREE
 - 5.24 LESSON TWENTY-FOUR
-

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.

TABLE 5.1:

The short vowel sounds:			The long vowel sounds:		
Short < a >	[a]	bat	Long < a >	[ā]	bait
Short < e >	[e]	bet	Long < e >	[ē]	beet
Short < i >	[i]	bit	Long < i >	[ī]	bite
Short < o >	[o]	cot	Long < o >	[ō]	boat
Short < u >	[u]	cut	Long < u >	[yū]	coot
Dotted short < u >	[û]	cook	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 gather.

The word with long < a >, [ā], is fail.

The word with short < e >, [e], is sense.

The word with long < e >, [ē], is keep.

The word with short < i >, [i], is inch.

The word with long < i >, [ī], is strike.

The word with short < o >, [o], is loss.

The word with long < o >, [ō], is roast.

The word with short < u >, [u], is trust.

The word with dotted short < u >, [ù], is put.

The word with long <oo>, [ū], is move.

The word with long <yu>, [yū], is argue.

3. **V's and C's.** When we mark the vowel and consonant letters in words, we mark the vowels with a *v* and the consonants with a *c*.

Mark the vowel and consonant letters in the following words:

gather	mix	fail	settle	valley
cvccvc	cvc	cvvc	cvcccv	cvccvv
losses	glimpsed	quiz	thousand	eight
cvccvc	ccvccvc	ccvc	ccvvcvc	vvccc
draws	sense	youth	universe	effort
ccvvc	cvccv	cvvcc	vcvvcvc	vccvcc

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	sence	caged
vcc	vcc	vcc	vcv	vcv	vcc	vcv
fifty	problem	sentence	move	union	notice	dollar
vcc	vcc	vcc	vcv	vcv	vcv	vcc

TABLE 5.2: Words with . . .

Words with long vowels	VCV	VCC
	<i>genie</i>	
	<i>move</i>	
	<i>strike</i>	
	<i>union</i>	
	<i>notice</i>	
	<i>caged</i>	

TABLE 5.2: (continued)

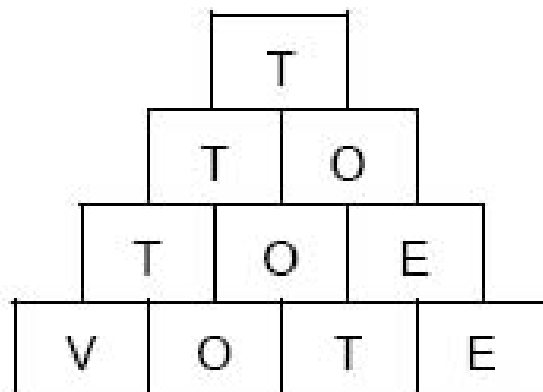
Words with short vowels	VCV	VCC
		<i>doctor</i>
		<i>fifty</i>
		<i>settle</i>
		<i>problem</i>
		<i>trust</i>
		<i>sentence</i>
		<i>sense</i>
		<i>dollar</i>

In the pattern VCV the first vowel is usually long, but in the pattern VCC the vowel is usually short.

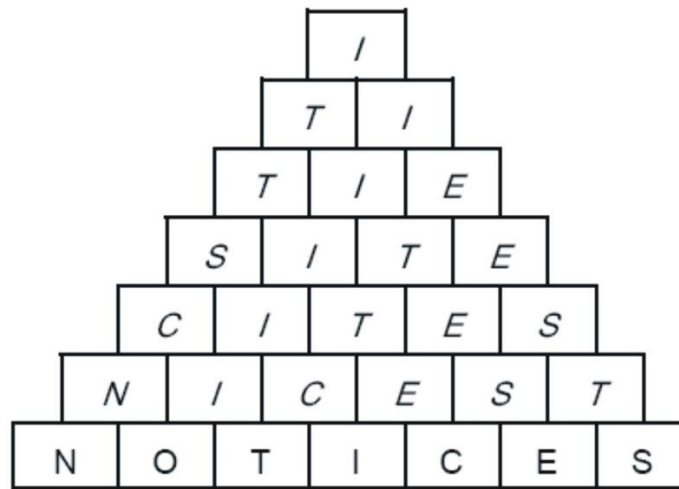


Word Pyramids. In a Word Pyramid you pile shorter words on top of longer ones to form a pyramid. We give you the bottom and longest word. Your job is to take one letter away from that word and rearrange the letters to form a new word that is one letter shorter than the one below it. You keep doing that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



In the following Pyramid each word must contain a long vowel sound:



Teaching Notes.

Item 1. Vowel and consonant letters are introduced in Book 1, Lessons 1-5.

Items 2 and 3. The short and long < a > and < e > sounds are introduced in Book 1, Lessons 20-21. Short and long < i > and < o > are introduced in Book 1, Lesson 22. The four < u > sounds are introduced in Book 1, Lesson 23. Additional information is provided in the Teaching Notes to those lessons as well as references to additional background information.

Item 4. The VCV and VCC patterns are introduced in Book 1, Lessons 24-25.

Word Pyramids. There are different legitimate solutions to most Word Pyramids. The minimum requirements are that each word used must be listed in a reputable dictionary and must contain the target spelling feature. For Pyramids as complex as this one, you might consider having the students work in groups, with one (or two) members of the group looking up candidate words in the biggest dictionary available.

Notices contains the following words: 6–letters, in addition to *nicest*: *conies*, *cosine*, *oscine*; *noetic*, *notice* ; other 5–letters: *cions*, *icons*, *scion*; *cites*; *cones*, *scone*; *eosin*; *notes*, *steno*, *stone*, *tones*; *stein*, *tines*; *stoic*; other 4–letters: *cion*, *icon*; *cite*; *cone*; *cote*; *ices*; *ions*; *nice*; *noes*, *nose*, *sones*; *note*, *tone*; *otic*; *sine*; *site*, *ties*; *tine*; *toes*; 3–letters: *eon*; *ice*; *ion*; *sei*; *tie*; *toe*; 2–letter: *no*, *si*, *so*, *ti*, *to*; 1–letter: *o*, *t*, *i*, *c*, *e* . Dictionaries treat all letters as if they were words, giving their pronunciations, plural forms, and parts of speech. The spoken names of most letters of the alphabet contain a long vowel sound.

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 5.3:

Prefix	+ Free Base	+ Suffix	= Word
un	+ friend	+ ly	= <i>unfriendly</i>
un	+ fail	+ ing	= <i>unfailing</i>
re	+ move	+ s	= <i>removes</i>
re	+ search	+ er	= <i>researcher</i>
un	+ arm	+ ed	= <i>unarmed</i>
re	+ arm	+ ing	= <i>rearming</i>
un	+ finish	+ ed	= <i>unfinished</i>
re	+ finish	+ ed	= <i>refinished</i>
un	+ trust	+ ing	= <i>untrusting</i>
re	+ act	+ ing	= <i>reacting</i>

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 5.4:

Word	= Analysis
unmixed	= <i>un + mix + ed</i>
remixing	= <i>re + mix + ing</i>
searches	= <i>search + es</i>
losses	= <i>loss + es</i>
redrawing	= <i>re + draw + ing</i>
undoctored	= <i>un + doctor + ed</i>

TABLE 5.4: (continued)

Word	= Analysis
genies	= <i>genie</i> + <i>s</i>

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 5.5:

Word	Part 1	Part 2
searchlight	<i>search</i>	<i>light</i>
remove	<i>re</i>	<i>move</i>
strikeout	<i>strike</i>	<i>out</i>
gathered	<i>gather</i>	<i>ed</i>
landfill	<i>land</i>	<i>fill</i>
inchworm	<i>inch</i>	<i>worm</i>
roaster	<i>roast</i>	<i>er</i>
trusted	<i>trust</i>	<i>ed</i>
rewrap	<i>re</i>	<i>wrap</i>
birdcage	<i>bird</i>	<i>cage</i>
youths	<i>youth</i>	<i>s</i>
mixer	<i>mix</i>	<i>er</i>

Write the five compound words from the table above into these boxes: . . .

*searchlight**strikeout**landfill**inchworm**birdcage*

In each of the five compounds did the shorter words combine through simple addition?

Yes

Nearly all compound words combine by simple addition

Teaching Notes.

Item 1. Elements, bases, and suffixes are introduced in Book 1, Lesson 28. Prefixes are introduced in Book 2, Lesson 40.

Item 2. The Rule of Simple Addition is introduced in Book 1, Lesson 30.

Item 3. Compounds are introduced in Book 1, Lesson 31. They are also discussed in Book 2, Lessons 13-14, 38-39.

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 v

Add the suffix to each of the following words. Remember the twinning rule:

TABLE 5.6:

Word	+ Suffix	= New Word
tap + <i>p</i>	+ ing	= <i>tapping</i>
trip + <i>p</i>	+ ed	= <i>tripped</i>
twig	+ s	= <i>twigs</i>
put + <i>t</i>	+ ing	= <i>putting</i>
roast	+ er	= <i>roaster</i>
gyp + <i>y</i>	+ ed	= <i>gypped</i>
search	+ ed	= <i>searched</i>
quiz + <i>z</i>	+ ing	= <i>quizzing</i>
in + <i>n</i>	+ ing	= <i>inning</i>
bar + <i>r</i>	+ ed	= <i>barred</i>
gleam	+ ing	= <i>gleaming</i>
wax	+ y	= <i>waxy</i>
tap	+ s	= <i>taps</i>
up + <i>p</i>	+ er	= <i>upper</i>

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 5.7:

Word	+ Suffix	= New Word
stri e	+ ing	= <i>striking</i>
twig + <i>g</i>	+ y	= <i>twiggy</i>
mov e	+ ed	= <i>moved</i>
tax	+ es	= <i>taxes</i>
decid e	+ ed	= <i>decided</i>
roast	+ ed	= <i>roasted</i>
president	+ s	= <i>presidents</i>
problem	+ s	= <i>problems</i>
cut + <i>t</i>	+ er	= <i>cutter</i>

TABLE 5.7: (continued)

Word	+ Suffix	= New Word
search	+ ing	= <i>searching</i>
dim + <i>m</i>	+ est	= <i>dimpest</i>
obey	+ ing	= <i>obeying</i>
fail	+ ed	= <i>failed</i>
scrub + <i>b</i>	+ er	= <i>scrubber</i>
succeed	+ ing	= <i>succeeding</i>

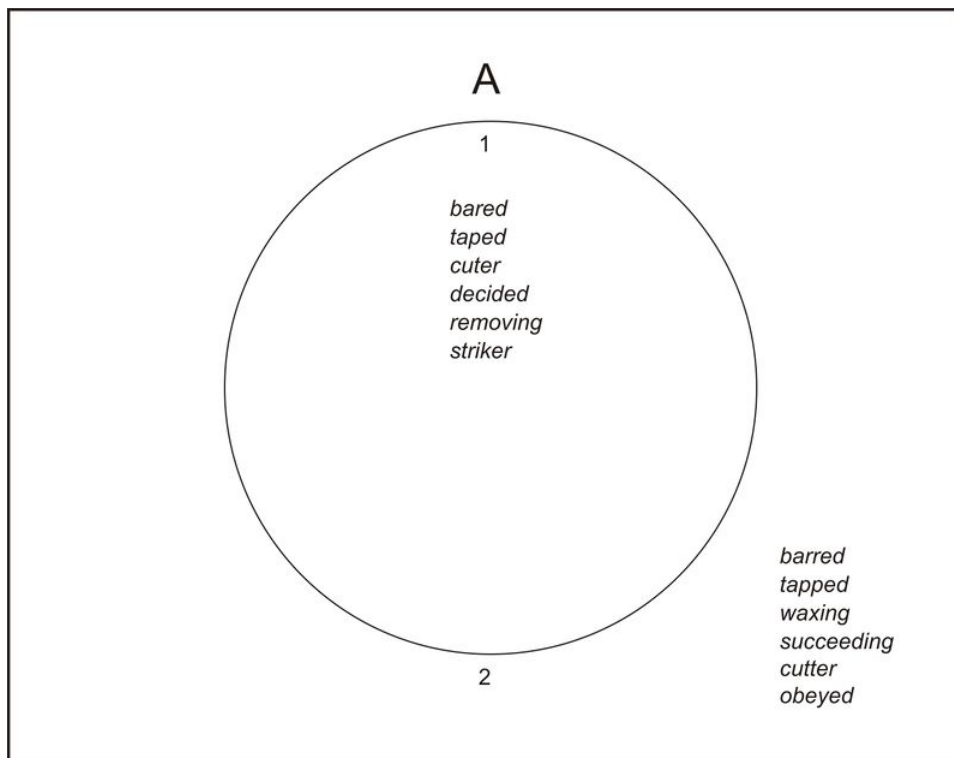
3. Unless it is an <x>, you twin the final consonant of a word that has one vowel sound and ends in the pattern CVC when you add a suffix that starts with a vowel .

4. 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.



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 [U+0080] [U+0098] 1', you should put only words that contain examples of final <e>deletion. Outside the circle, in the area marked [U+0080] [U+0098] 2', you should put only words that do not contain examples of final <e>deletion. As as you sort them out, check off the words:

- | | | | |
|---------|-------------|----------|-----------|
| bared✓ | tapped✓ | cuter✓ | obeyed✓ |
| barred✓ | waxing✓ | cutter✓ | removing✓ |
| taped✓ | succeeding✓ | decided✓ | striker✓ |



Teaching Notes.

Item 1. The Twinning Rule is introduced in Book 1, Lessons 32-38. For more on twinning, see my *American English Spelling (AES)* (Johns Hopkins, 1988), pp. 161-76.

Item 2. The current version of the rule for deleting silent final <e> is introduced in Book 2, Lessons 20-21. For more on the deletion of silent final <e>, see *AES*, pp. 145-60.

Word Venn. Word Venns provide a sorting strategy rather like that done in tables and matrixes. But Venns allow sorts with more dimensions than do one-dimensional tables or two-dimensional matrixes. One-dimensional Venns, with only one circle, like that in this lesson, define only two groups: those words that go inside the circle vs. those that go outside it. Two-dimensional Venns, with two intersecting circles define four groups: (i) words that go inside the first circle but not inside the second, (ii) words that go inside the second circle but not inside the first, (iii) words that go inside both circles, and (iv) words that do not go inside either circle. For an example of a two-dimensional Venn, see Lesson 4. Three-dimensional Venns, with three intersecting circles, define eight different groups (see Lesson 17). You can actually have four- and five-dimensional Venns, though things get quite complex when you try to keep track of so many different groups. (A four-dimensional Venn, with four intersecting circles, defines fourteen distinct groups!)

Word Venns are based on the logic of the Venn diagrams used in mathematics, with which your students may already be working. (Venn diagrams were invented by the British mathematician John Venn.) Future lessons will present a series of increasingly complex Venns with lists of current words that students sort into the diagrams. Like the work with tables and matrixes, work with Venns serves the following purposes: 1. It gives the students another chance to work with the current words, to work with them in a way that involves some kind of analysis (determined by the features that are being used to define the Venn groups) as well as simply copying the words. 2. It reinforces the concepts represented by the features defining the Venn groups and their relationships. 3. It gives the students practice with another tool of inductive reasoning: for observing, analysing, and displaying results.

5.4 Lesson Four

Review of Plural Nouns

1. Does *singular* mean “one” or does it mean “more than one”? “one”.
2. Does *plural* mean “one” or does it mean “more than one”? “more than one”.
3. Do suffixes go at the front or at the back of words? “at the back”.
4. Does a plural suffix add the meaning “one” or the meaning “more than one”? “more than one”.
5. There are three things to remember when you 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 5.8:

Singular Noun	+ Plural Suffix	= Plural Noun
evening	+ <i>s</i>	= <i>evenings</i>
bunch	+ <i>es</i>	= <i>bunches</i>
sky + <i>i</i>	+ <i>es</i>	= <i>skies</i>
strike	+ <i>s</i>	= <i>strikes</i>
mix	+ <i>es</i>	= <i>mixes</i>
fifty + <i>i</i>	+ <i>es</i>	= <i>fifties</i>
doctor	+ <i>s</i>	= <i>doctors</i>
array	+ <i>s</i>	= <i>arrays</i>
company + <i>i</i>	+ <i>es</i>	= <i>companies</i>
exception	+ <i>s</i>	= <i>exceptions</i>

7. Now try some the other way around:

TABLE 5.9:

Plural Noun	= Singular Noun	+ Plural Suffix
bunches	= <i>bunch</i>	+ <i>es</i>
companies	= <i>company</i> + <i>i</i>	+ <i>es</i>
presidents	= <i>president</i>	+ <i>s</i>
finishes	= <i>finish</i>	+ <i>es</i>
displays	= <i>display</i>	+ <i>s</i>
sentences	= <i>sentence</i>	+ <i>s</i>
skies	= <i>sky</i> + <i>i</i>	+ <i>es</i>
problems	= <i>problem</i>	+ <i>s</i>

TABLE 5.9: (continued)

Plural Noun	= Singular Noun	+ Plural Suffix
valleys	= valley	+ s
friends	= friend	+ s
searches	= search	+ es
recesses	= recess	+ es

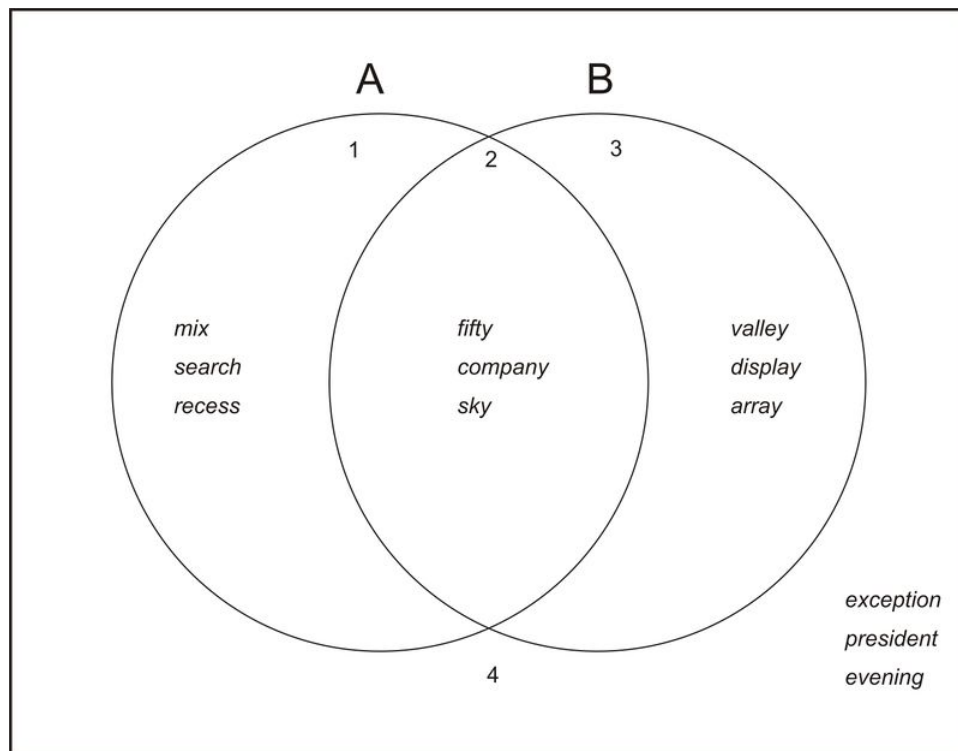
8. Be ready to discuss this question: When do we use the plural suffix *-es*?



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'? Singular nouns that both end in <y> and take the plural suffix -es What kind of singular nouns should you put outside the circles in the area labeled '4'? Those that neither end in <y> nor take the plural suffix -es

fifty✓	mix✓	president✓	sky✓
valley✓	search✓	array✓	evening✓
exception✓	display✓	company✓	recess✓



Teaching Notes.

Items 1 and 2 Singular and plural are introduced in Book 2, Lesson 24.

Item 5. The consonant sounds [ch] and [sh] are introduced in Book 1, Lessons 44 and 45. The use of *-s* and *-es* with noun plurals is introduced in Book 2, Lessons 23-31.

Item 5 (ii and iii). In later lessons students will learn that the same distinction stands between the *-s* and *-es* suffixes used to indicate 3rd person singular present tense verbs: *They kiss. She kisses. They fight. He fights.* The students will also learn that the <y>to <i > replacement occurs with other suffixes than the plural *-es*. *They study. They studied. It's dry. It's drier.*

5.5 Lesson Five

A New Word: Stem

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 5.10:

Word	minus a prefix or suffix	= Stem
repayments	– prefix <i>re-</i>	= <i>payments</i>
repayments	– suffix <i>-s</i>	= <i>repayment</i>
repayment	– prefix <i>re-</i>	= <i>payment</i>
repayment	– suffix <i>-ment</i>	= <i>repay</i>
payment	– suffix <i>-ment</i>	= <i>pay</i>
repay	– prefix <i>re-</i>	= <i>pay</i>

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 5.11:

Word	minus a prefix or suffix	= Stem
researched	– re-	= <i>searched</i>
researched	– -ed	= <i>research</i>
untruthful	– -ful	= <i>untruth</i>
untruths	– -s	= <i>untruth</i>
untruthful	– un-	= <i>truthful</i>
dismounted	– -ed	= <i>dismount</i>
remounting	– -ing	= <i>remount</i>
worried	– -ed	= <i>worry</i>
reacting	– re-	= <i>acting</i>
unchallenging	– un-	= <i>challenging</i>
dishonest	– dis-	= <i>honest</i>
untapped	– un-	= <i>tapped</i>
resettlement	– re-	= <i>settlement</i>
befriended	– -ed	= <i>befriend</i>

4. In the following table you start with a stem to which you add a prefix or a suffix to create a new word:

TABLE 5.12:

Stem	+ prefix or suffix	= New Word
noticed	+ un-	= <i>unnoticed</i>
disservicé	+ -es	= <i>disservices</i>
quiz + z	+ -ed	= <i>quizzed</i>
serviceable	+ un-	= <i>unserviceable</i>
digested	+ un-	= <i>undigested</i>
repack	+ -ing	= <i>repacking</i>
licensed	+ un-	= <i>unlicensed</i>
charged	+ dis-	= <i>discharged</i>
disbar + r	+ -ed	= <i>disbarred</i>
original	+ un-	= <i>unoriginal</i>
waxed	+ re-	= <i>rewaxed</i>
announce	+ -ment	= <i>announcement</i>
obliged	+ un-	= <i>unobliged</i>

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*.

Teaching Notes.

Item 1. The definition of *stem* can be tricky for students. The fact that some words can have more than one stem, the fact that a stem can be what is left over or what you start with — these can be difficult notions for the youngsters. But the word *stem* will be useful enough in their future work with words that it is worth the difficulty encountered in this lesson. The word *stem* is useful because it can be used to refer to many different things: a base plus a suffix, a prefix plus a base, a base plus two suffixes

Item 4. It is important that the students understand why we call both *repaint* and *painted* free stems of the word *repainted*. Which stem we get depends on what we remove from the original word.

Notice that a free stem may consist of only a free base. Such an element can actually be called by three different names: *free base*, *free stem*, or *word*.

5.6 Lesson Six

The Prefixes Spelled <un>

1. A part of a written word that adds meaning to the word is called an *element*.
2. An element that cannot stand free as a word and that goes at the front of words is called a *prefix*.
3. A stem that can stand free as a word is called a *free stem*.
4. All of these words contain the same prefix:

unable unfinished unclear unworried unfriendly untruth

What is the prefix in these words? un-.

5. Divide each of these six words into its prefix and free stem:

TABLE 5.13:

Word	= Prefix	+ Free Stem
unable	= <i>un</i>	+ <i>able</i>
unfinished	= <i>un</i>	+ <i>finished</i>
unclear	= <i>un</i>	+ <i>clear</i>
unworried	= <i>un</i>	+ <i>worried</i>
unfriendly	= <i>un</i>	+ <i>friendly</i>
untruth	= <i>un</i>	+ <i>truth</i>
unoriginal	= <i>un</i>	+ <i>original</i>
undecided	= <i>un</i>	+ <i>decided</i>

6. Think about what the word *unable* means. Then think about what the word *able* means. What meaning do you think the prefix *un-* must mean in *unable*: “not,” “again,” “yesterday,” “more than one”? “not” Does *un-* seem to mean this same thing in the other five words? Yes.

7. Now look at these seven words:

unpack unbar unlock undo unwrap unfold untie

What is the prefix in these words? un- Does the prefix have the same meaning in these words that it has words like *unreal*? No What does it seem to mean in these seven words: “again,” “more than one,” “yesterday,” or reverse?” reverse There are actually two different prefixes spelled <un>. The first *un-* means “not, opposite”; 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 5.14:

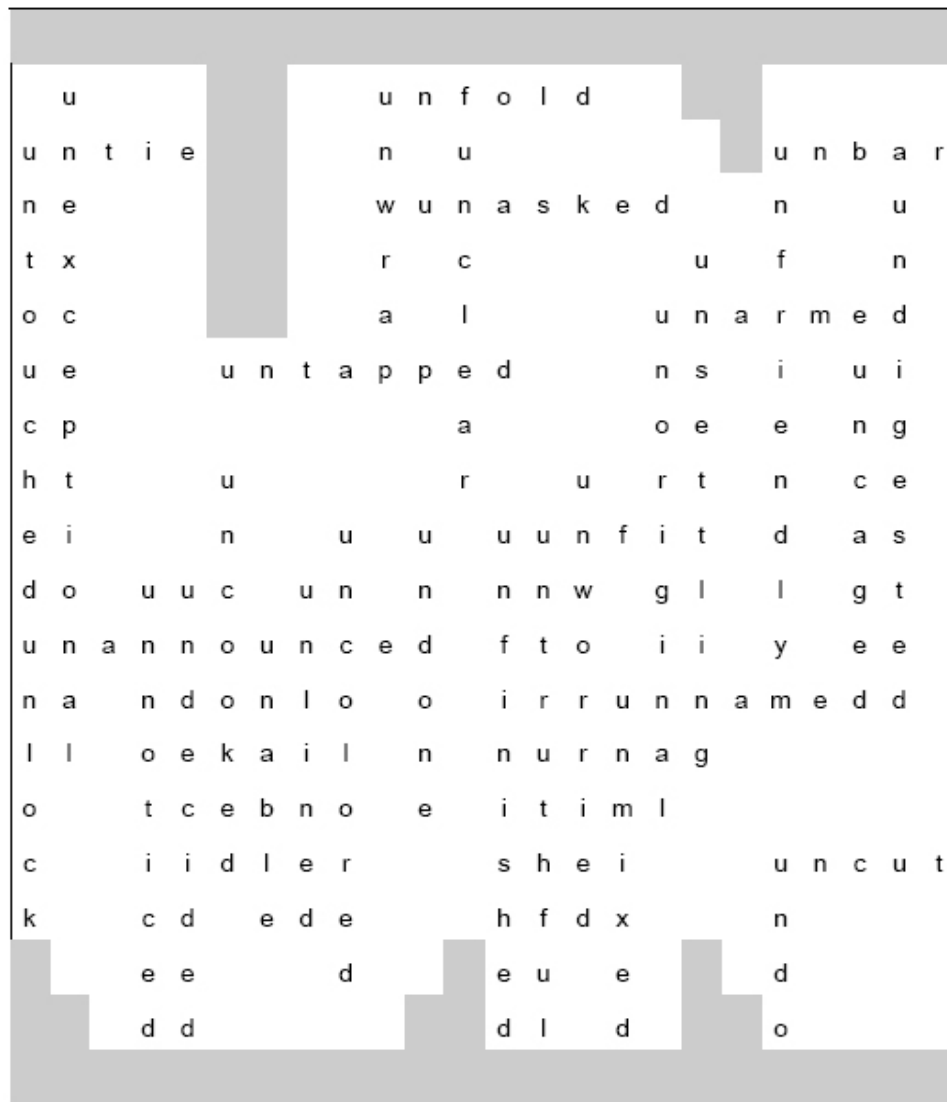
Word	= Prefix	+ Free Stem	+ Suffix
unannounced	= <i>un</i>	+ <i>announcē</i>	+ <i>ed</i>
undecided	= <i>un</i>	+ <i>decidē</i>	+ <i>ed</i>
unlocking	= <i>un</i>	+ <i>lock</i>	+ <i>ing</i>
unlined	= <i>un</i>	+ <i>linē</i>	+ <i>ed</i>
uncolored	= <i>un</i>	+ <i>color</i>	+ <i>ed</i>
undoing	= <i>un</i>	+ <i>do</i>	+ <i>ing</i>
unmixed	= <i>un</i>	+ <i>mix</i>	+ <i>ed</i>
unbuttoned	= <i>un</i>	+ <i>button</i>	+ <i>ed</i>
untouched	= <i>un</i>	+ <i>touch</i>	+ <i>ed</i>
unwrapping	= <i>un</i>	+ <i>wrap + p</i>	+ <i>ing</i>
unbarred	= <i>un</i>	+ <i>bar + r</i>	+ <i>ed</i>
unfolding	= <i>un</i>	+ <i>fold</i>	+ <i>ing</i>

8. The prefixes spelled <un>mean two different things: “Not” and “Reverse”.



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 ✓



Teaching Notes.

Items 3 and 7. It can be useful to ask the students how they figured out what the prefixes were in these words.

Item 7. Dictionaries distinguish between un^{-1} “not” and un^{-2} “reverse” primarily because they have different origins. Un^{-1} “not” comes from the assumed Indo-European root **ne-*, meaning “naught, never, no, none, nor” etc. Un^{-2} “reverse” comes from the assumed root **ant-*, from which also come the modern prefixes *anti-* and *ante-*, and the words *antique* and *until*. (For a good, very short introduction to the Indo-European sources of Modern English, see Calvert Watkins, “Indo-European and the Indo-Europeans,” *The American Heritage College Dictionary*, 1st, 3rd and 4th eds. [Boston and New York: Houghton Mifflin, 1993]. As part of the etymological apparatus of the dictionary, Watkins presents an appendix listing assumed Indo-European roots, together with Modern English words that descend from each. The listing is very useful in tracking down relationships among modern words.) In Old English our un^{-2} was spelled <on> but over the centuries its spelling changed, due to the influence of un^{-1} . The two prefixes are growing into one, due to the closeness of their form and meanings. Notice, for instance, that in the past tense verb *unlocked un-* means “reverse” (*She unlocked the suitcase*), but in the past participle *unlocked it* means “not” (*The unlocked door swung open*).

5.7 Lesson Seven

More About un-

1. The two prefixes spelled <un> have different meanings:

In the word *unable*, *un-* means “Not”. We will call this prefix un^{-1} .

In the word *unlock*, *un-* means “Reverse”. 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

TABLE 5.15: Words that contain . . .

Un^{-1}

unoriginal
unworried
uncolored
unobliged
unlicensed

unnoticed
unlined
unfriendly
unclear
unwaxed

Un^{-2}

unpack
unbutton
untie
unfold
unlock
unwrapping

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

TABLE 5.16:

Words that contain a prefix *un-*:

unannounced
unarmed
undoing
unchallenging
untie

Words that do not contain a prefix *un-*:

understand
unit
universe
union

TABLE 5.16: (continued)

Words that contain a prefix *un-*:

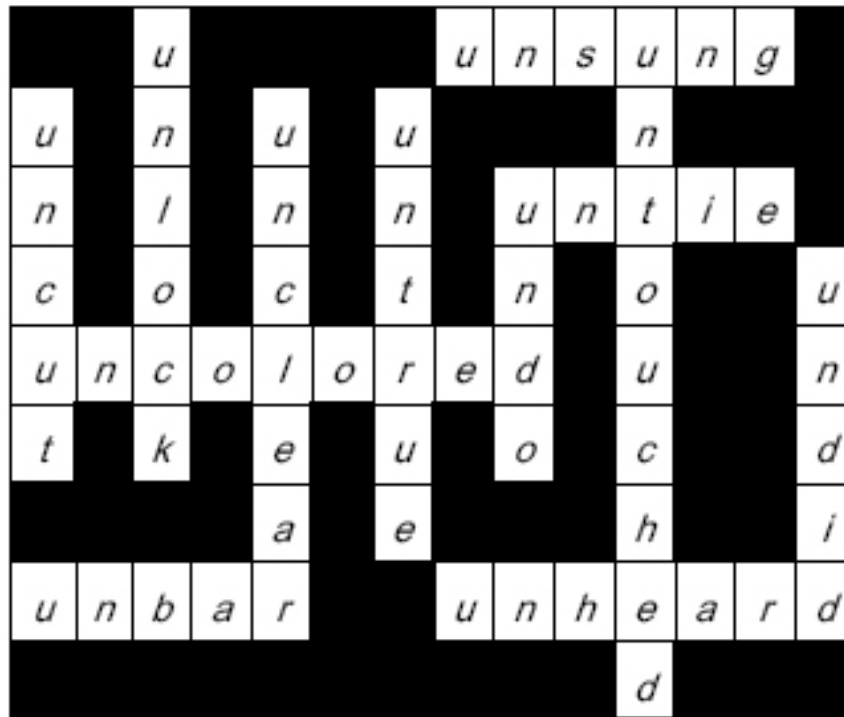
untruth
unbuttoned
unable

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			

**Teaching Notes.**

This lesson might be a good time to introduce the students to the term *homonym*. Homonyms are words that are spelled and pronounced the same but have different meanings. We can say that elements like the two prefixes un^{-1} and un^{-2} are also homonyms.

Word Squares. If this is the students' first Word Squares, point out to them that they should always start with words that they are sure of – such as singletons like the only 4– letter word in this list, *undo*. They should check for cases where they have two possible words for a row or column. For instance, *untouched* has the right number of letters to fit into the *uncolored* horizontal row. But to put *untouched* into that row would imply a 6–letter word with <t>for

its fifth letter, and no such word is in the list. So *uncolored* must go in the row as given in the solution, leaving *untouched* for the 9-letter vertical column. This logic of implication is an important part of Word Squares.

5.8 Lesson Eight

Another Suffix Spelled s

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:

1. A verb is a word that changes its spelling and pronunciation to show a change in time.
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.”

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 5.17:

Verb	= Free Stem	+ Suffix
seemed	= <i>seem</i>	+ <i>ed</i>
seems	= <i>seem</i>	+ <i>s</i>

3. What is the suffix in *seems*? *-s*.

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”? “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 “now”.

4. Analyze each of these verbs into its prefix, free stem, and suffix. Be sure to show any changes:

TABLE 5.18:

Verb	= Prefix	+ Free Stem	+ Suffix
unmatched	= <i>un</i>	+ <i>match</i>	+ <i>ed</i>
unwrapped	= <i>un</i>	+ <i>wrap + p</i>	+ <i>ed</i>
reattached	= <i>re</i>	+ <i>attach</i>	+ <i>ed</i>
unlocks	= <i>un</i>	+ <i>lock</i>	+ <i>s</i>
reweighs	= <i>re</i>	+ <i>weigh</i>	+ <i>s</i>
untried	= <i>un</i>	+ <i>try + i</i>	+ <i>ed</i>
reacts	= <i>re</i>	+ <i>act</i>	+ <i>s</i>

5. Add these prefixes, free stems, and suffixes together to make verbs. Show any changes:

TABLE 5.19:

Prefix	+ Free Stem	+ Suffix	= Verb
un	+ button	+ s	= <i>unbuttons</i>
un	+ pack	+ ed	= <i>unpacked</i>
re	+ fasten	+ s	= <i>unfastens</i>
un	+ fold	+ ed	= <i>unfolded</i>
re	+ load	+ ed	= <i>reloaded</i>
un	+ dressed	+ ed	= <i>undressed</i>
re	+ pay	+ s	= <i>repays</i>
re	+ wrap + <i>p</i>	+ ed	= <i>rewrapped</i>
re	+ wax	+ ed	= <i>rewaxed</i>
re	+ order	+ ed	= <i>reordered</i>
re	+ package	+ ing	= <i>repackaging</i>
un	+ cover	+ ed	= <i>uncovered</i>

Teaching Notes.

Item 2. Concerning the statements “Usually we use the suffix *-ed* to show past time. Many verbs that show present time use the suffix *-s*”: We say *usually* in the first sentence because a few so-called “strong verbs” show past time by changing the internal verb (*sing, sang; come, came, etc.*) and a very few verbs retain an older form that uses <t> to spell the past form (*sleep, slept; leap, leapt* [also the newer and more regular *leaped*]). In the second sentence we say *many verbs* because the use of *-s* in present tense verbs is restricted to 3rd person singular forms:

TABLE 5.20:

	Singular	Plural
1 st person	I sing.	We sing
2 nd person	You sing.	You sing
3 rd person	He sings. She sings. It sings.	They sing.

The *-s* verb suffix marks 3rd person singular present tense verbs only.

Items 2, 4, and 5. The students should recognize that in all cases in these three tables the free stem is a verb.

5.9 Lesson Nine

Sometimes -s , Sometimes -es Again

1. When you want to make a plural out of a singular noun that ends in the sounds

[S], *[Z]*, *[Sh]*, or *[Ch]*, you add the suffix *-es*, and when you make a plural out of a singular noun that ends in a <y> with a *consonant* letter right in front of it, you change the <y> to <i> and add the suffix *-es*, but with other singular nouns you just add the suffix *-s*.

2. Analyze each of these plural nouns into its singular noun plus suffix:

TABLE 5.21:

Plural Noun	= Singular Noun	+ Suffix
units	= <i>unit</i>	+ <i>s</i>
taxes	= <i>tax</i>	+ <i>es</i>
universes	= <i>univers</i> ∅	+ <i>es</i>
friends	= <i>friend</i>	+ <i>s</i>
bunches	= <i>bunch</i>	+ <i>es</i>
lines	= <i>lin</i> ∅	+ <i>es</i>
goddesses	= <i>goddess</i>	+ <i>es</i>
nights	= <i>night</i>	+ <i>s</i>
thirties	= <i>thirty</i> + <i>i</i>	+ <i>es</i>
brushes	= <i>brush</i>	+ <i>es</i>
recesses	= <i>recess</i>	+ <i>es</i>
foxes	= <i>fox</i>	+ <i>es</i>
companies	= <i>company</i> + <i>i</i>	+ <i>es</i>

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 *[S]*, *[Z]*, *[Sh]*, or *[ch]* by adding the suffix *-es*, and you add the meaning “now” to a verb that ends in a <y> with a *consonant* letter right in front of it by changing the <y> to <i> and adding the suffix *-es*, but with other verbs you just add the suffix *-s*.

4. Add either -s or -es to each of these verbs

TABLE 5.22:

Verb	+ Suffix	= Verb with the Meaning “Now”
fly + <i>i</i>	+ <i>es</i>	= <i>flies</i>
hurry	+ <i>es</i>	= <i>hurries</i>
attach	+ <i>es</i>	= <i>attaches</i>
read	+ <i>s</i>	= <i>reads</i>
glimps∅	+ <i>es</i>	= <i>glimpses</i>
recess	+ <i>es</i>	= <i>recesses</i>
quiz + <i>z</i>	+ <i>es</i>	= <i>quizzes</i>

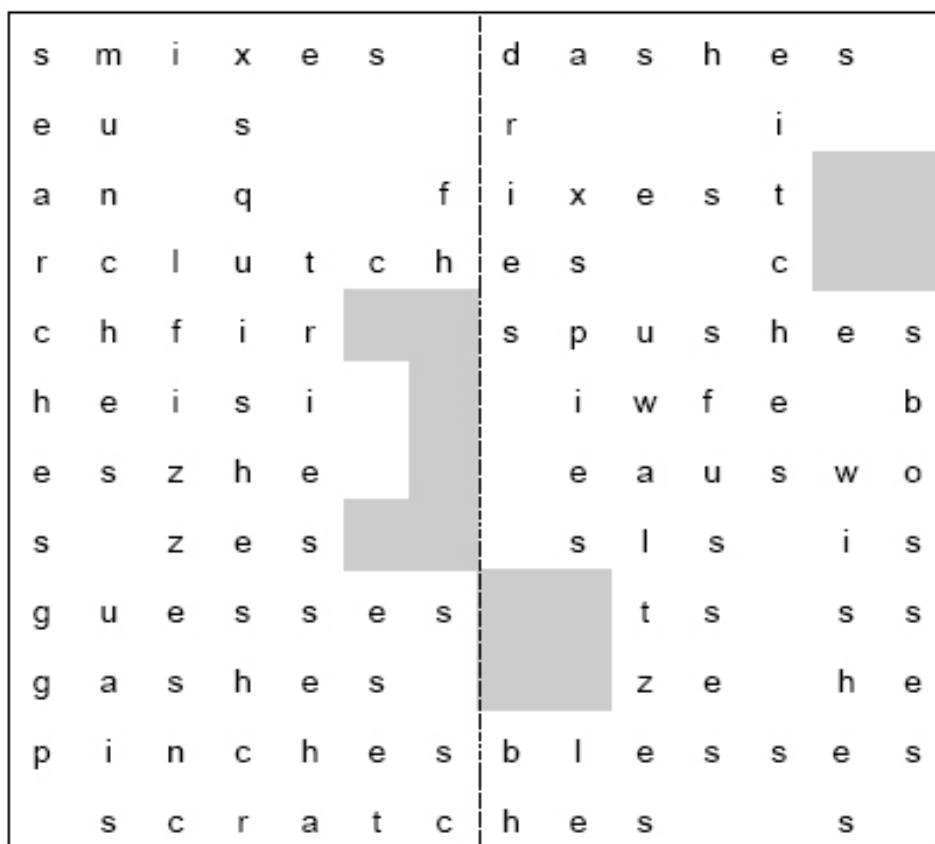
TABLE 5.22: (continued)

Verb	+ Suffix	= Verb with the Meaning “Now”
obey	+ <i>s</i>	= <i>obeys</i>
fizz	+ <i>es</i>	= <i>fizzes</i>
weigh	+ <i>s</i>	= <i>weighs</i>
seem	+ <i>s</i>	= <i>seems</i>
brush	+ <i>es</i>	= <i>brushes</i>
cough	+ <i>s</i>	= <i>coughs</i>
try + <i>i</i>	+ <i>es</i>	= <i>tries</i>



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.



(In alphabetical order:)

1. *blesse*s
2. *bosses*
3. *clutches*
4. *dashes*

5. *dries*

6. *fixes*

7. *fizzes*

8. *fusses*

9. *gashes*

10. *guesses*

11. *itches*

12. *mixes*

13. *munches*

14. *pinches*

15. *pushes*

16. *scratches*

17. *searches*

18. *spies*

19. *squishes*

20. *tries*

21. *waltzes*

22. *wishes*

5.10 Lesson Ten

Test One

TABLE 5.23:

Words

1. *youths*
2. *unwrapping*
3. *valleys*
4. *researches*
5. *unfriendly*
6. *decided*
7. *universes*
8. *quizzes*
9. *fifties*
10. *companies*

Analysis

- [ū] = <ou> Free base + suffix = youth + s
- [u] = <u> Prefix + free base + suffix = un + wrap + p
+ ing
- VCC = <all> Free base + suffix = valley + s
- Prefix + free base + suffix = re + search + es
- [e] = <ie> Prefix + free base + suffix = un + friend + ly
- VCV = <ide> Free stem + suffix = decid + ed
- [yū] = <u> Free stem + suffix = univers + es
- [z] = <zz> & <s> Free base + suffix = quiz + z + es
- VCC = <ift> Free stem + suffix = fifty + i + es
- [u] = <o> Free stem + suffix = company + i + es

5.11 Lesson Eleven

Hearing -s and -es in Verbs

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 5.24:

Verb	= Free Stem	+ Suffix
weighs	= <i>weigh</i>	+ <i>s</i>
knocks	= <i>knock</i>	+ <i>s</i>
flashes	= <i>flash</i>	+ <i>es</i>
cries	= <i>cry + i</i>	+ <i>es</i>

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 5.25:

Verb	Suffix	Verb	Suffix	Verb	Suffix
gives	[z]	grows	[z]	finishes	[iz]
trips	[s]	lets	[s]	holds	[z]
fixes	[iz]	fizzes	[iz]	waits	[s]
strikes	[s]	says	[z]	matches	[iz]
buttons	[z]	flashes	[iz]	remixes	[iz]
digests	[s]	hurries	[z]	seems	[z]
presses	[iz]	talks	[s]	shapes	[s]
weighs	[z]	attaches	[iz]	obeys	[z]
unlocks	[s]	taxes	[iz]	dresses	[iz]
fastens	[z]	coughs	[s]	sniffs	[s]

4. Combine the following elements into longer words. Show any twinning, final <e>deletion, and changes of <y>to <i >:

TABLE 5.26:

Element	= Words
match + ed	= <i>matched</i>
un + hurry + <i>i</i> + ed	= <i>unhurried</i>
tax + es	= <i>taxes</i>
cough + ing	= <i>coughing</i>
obey + ing	= <i>obeying</i>
un + bar + <i>r</i> + ed	= <i>unbarred</i>
re + weigh + ed	= <i>reweighed</i>
un + color + ed	= <i>uncolored</i>
re + shape + ing	= <i>reshaping</i>
re + finish + er + s	= <i>refinishers</i>
button + s	= <i>buttons</i>
company + <i>i</i> + es	= <i>companies</i>

5. Write down some verbs from this lesson in which the suffixes *-s* and *-es* have their different pronunciations:

TABLE 5.27:

Suffixes	Verbs
<i>-s</i> = [s] in	Answers will vary
<i>-s</i> = [z] in	
<i>-es</i> = [iz] in	
<i>-es</i> = [z] in	

Teaching Notes.

The different pronunciations of the verb suffixes *-s* and *-es* are due to the same pressures that produce the identical pronunciations for the noun plural suffixes *-s* and *-es*, which are discussed in the Teaching Notes for Book 2, Lesson 26. Involved here is the same distinction between unvoiced [s] and voiced [z], which is discussed in the Teaching Notes for Book 2, Lesson 6. For more on some other effects of voicing on spelling, see the Teaching Notes for Book 1, Lesson 14 and Book 2, Lesson 12.

The students will continue to study these different pronunciations in the next two lessons.

5.12 Lesson Twelve

Sometimes -es Is [iz], Sometimes [z]

- The suffix *-s* is sometimes pronounced [s] and sometimes pronounced [z], but it is always spelled <s>. The suffix *-es* is sometimes pronounced [iz] and sometimes pronounced [z], but it is always spelled <es>.
- 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

- Sort the verbs into these two groups:

TABLE 5.28:

Verbs with the Suffix -s

<i>gives</i>	<i>buttons</i>
<i>holds</i>	<i>trips</i>
<i>says</i>	<i>sniffs</i>
<i>digests</i>	<i>shapes</i>
<i>seems</i>	<i>coughs</i>
<i>grows</i>	<i>lets</i>
<i>weighs</i>	<i>strikes</i>
<i>obeys</i>	<i>talks</i>
<i>waits</i>	<i>unlocks</i>

Verbs with the Suffix -es

<i>taxes</i>	<i>attaches</i>
<i>fixes</i>	<i>cries</i>
<i>matches</i>	<i>fizzes</i>
<i>hurries</i>	<i>presses</i>
<i>finishes</i>	<i>flashes</i>
<i>universes</i>	<i>erases</i>

- Sort the verbs that contain the suffix *-es* into these two groups:

TABLE 5.29: Verbs in which -

[iz]

<i>taxes</i>	<i>attaches</i>
<i>fixes</i>	<i>fizzes</i>
<i>matches</i>	<i>presses</i>
<i>finishes</i>	<i>flashes</i>
<i>universes</i>	<i>erases</i>

[z]

<i>hurries</i>
<i>cries</i>

- 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 < i > and the -esis pronounced [z].

6. When you want to add the meaning “now” to verbs that end in the sounds [s], [z], [sh], or [ch], you add the suffix -es, and the suffix is pronounced [iz].



Word Squares

Fit these twelve -sand -es verbs into the squares. We’ve given you a start:

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| repays✓ | keeps✓ | fizzes✓ | rights✓ | sniffs✓ | brushes✓ |
| demands✓ | dresses✓ | matches✓ | presses✓ | studies✓ | hurries✓ |

			p																		
			r			m															d
		d	e	m	a	n	d	s													r
	h		s		t					n											e
	u		s		c				r	i	g	h	t	s							
	r		e		h				f												s
b	r	u	s	h	e	s			f	i	z	z	e	s							
	i				s				s												s
	e								k												
	s	t	u	d	i	e	s														
									e												
								r	e	p	a	y	s								
																					s

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:

TABLE 5.30: Verbs with -s pronounced . . .

[s]		[z]	
<i>elects</i>	<i>sniffs</i>	<i>gives</i>	<i>grows</i>
<i>keeps</i>	<i>waits</i>	<i>holds</i>	<i>weighs</i>
<i>unlocks</i>	<i>digests</i>	<i>says</i>	<i>fastens</i>
<i>talks</i>	<i>strikes</i>	<i>resounds</i>	<i>seems</i>
<i>coughs</i>	<i>unearths</i>		

3. Analyze each of the verbs in which *-s* is pronounced [s] into its free stem and suffix:

TABLE 5.31:

Verbs with -s pronounced [s]	= Free Stem	+ Suffix
elects	= <i>elect</i>	+ <i>s</i>
keeps	= <i>keep</i>	+ <i>s</i>
unlocks	= <i>unlock</i>	+ <i>s</i>
talks	= <i>talk</i>	+ <i>s</i>
coughs	= <i>cough</i>	+ <i>s</i>
sniffs	= <i>sniff</i>	+ <i>s</i>
waits	= <i>wait</i>	+ <i>s</i>
digests	= <i>digest</i>	+ <i>s</i>
strikes	= <i>strike</i>	+ <i>s</i>
unearths	= <i>unearth</i>	+ <i>s</i>

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 [s]. Everywhere else the suffix *-s* is pronounced [z].



Watch the Middles!**TABLE 5.32:**

	fastens	
BASE	SUFFIX	SUFFIX
fast	<i>en</i>	<i>s</i>
<i>fast</i>	en	<i>s</i>
<i>fast</i>	<i>en</i>	<i>s</i>
<i>fast</i>	<i>en</i>	<i>s</i>
	fastens	

TABLE 5.33:

	digests	
PREFIX	BASE	SUFFIX
di	<i>gest</i>	<i>s</i>
<i>di</i>	gest	<i>s</i>
<i>di</i>	<i>gest</i>	<i>s</i>
<i>di</i>	<i>gest</i>	<i>s</i>
	digests	

TABLE 5.34:

	elects	
PREFIX	BASE	SUFFIX
e	<i>lect</i>	<i>s</i>
<i>e</i>	lect	<i>s</i>
<i>e</i>	<i>lect</i>	<i>s</i>
<i>e</i>	<i>lect</i>	<i>s</i>
	elects	

TABLE 5.35:

	resounds	
PREFIX	BASE	SUFFIX
re	<i>sounc</i>	<i>s</i>
<i>re</i>	sound	<i>s</i>
<i>re</i>	<i>sound</i>	<i>s</i>
<i>re</i>	<i>sound</i>	<i>s</i>
	resounds	

Teaching Notes.

Item 4. Students may wonder about the seemingly arbitrary list of sounds after which *-s* is pronounced [s]. That list is due to our tendency to avoid putting voiced and unvoiced sounds together. The following table may be useful in making the list seem less arbitrary without necessarily immersing students in the technicalities of voicing.

Of course, if it seems appropriate, you could explain the difference between unvoiced and voiced sounds. The sounds in the left column are the unvoiced consonants in English. The sounds in the right column are their voiced partners. (For more on these unvoiced-voiced pairs and restraints on combining them, see *AES*, pp. 73-76.)

But if you choose not to get into the technicalities of voicing, you can simply make two points to the students about the sounds in the table: The first point is that sounds on the same row constitute a pair that are pronounced almost exactly the same (the difference being voicing). You can demonstrate this similarity of pronunciation by asking the students to pronounce the members of each pair or the sample words (for example, “[p], [b], [p], [b] . . .” or [pat], [bat], [pat], [bat] . . .”). Point out to them that with each pair, they hold their mouths the same way when they say the sound or word in the left column as they do when they say its partner in the right column. You may or may not add that there is a buzzing sound when they pronounce the sounds in the right column, that buzzing being the vocal cords vibrating when voiced sounds are pronounced..

The second point to make about the table is that we can put the sounds in the left column together ([ps] and [ts], as in *cops* and *cats*, for instance). And we can put sounds from the right column together ([bz] and [gz], as in *cobs* and *dogs*). But we cannot put sounds from the left column together with sounds from the right column (no [pz] or [tz] or [bs] or [gs]).

All of the sounds after which the suffix *-s* is pronounced [s] are, like [s], in the left column. Whenever *-s* follows any of the sounds in the right column, it is pronounced [z], which is also in the right column.

The only other unvoiced sound in English is [h]. It is not in the table because it does not have a voiced partner and it does not ever come at the end of stems, so it never affects the pronunciation of *-s*. All other sounds are voiced: [m], [n], [ŋ], [l], [r], [w], [y] – and all vowels. Thus, we say that when *-s* follows any of the unvoiced sounds in the left column (other than [s], which is always followed by *-es* not *-s*), it is pronounced [s], and everywhere else it is pronounced [z] because everywhere else the *-s* suffix follows a voiced sound.

TABLE 5.36:

Left Column	Right Column
[p] <i>pat</i>	[b] <i>bat</i>
[t] <i>tot</i>	[d] <i>dot</i>
[f] <i>fine</i>	[v] <i>vine</i>
[s] <i>sip</i>	[z] <i>zip</i>
[k] <i>cod</i>	[g] <i>god</i>
[th] <i>thin</i>	[<u>th</u>] <i>then</i>
[ch] <i>chin</i>	[j] <i>gin</i>
[sh] <i>dasher</i>	[zh] <i>azure</i>

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*.

ex <u>p</u> ense	squeak <u>s</u>	jo <u>k</u> es	trick <u>s</u>
blin <u>k</u> s	mix <u>e</u> d	rema <u>r</u> k <u>s</u>	requir <u>e</u>
quizz <u>e</u> d	park <u>s</u>	exercis <u>e</u>	fo <u>x</u>
lock <u>s</u>	mechanic <u>s</u>	quits	attack <u>s</u>
relax <u>s</u>	tax <u>e</u> s	mistake <u>s</u>	week <u>s</u>

3. Sort the words into these two groups. Be careful: One word goes into both groups.

TABLE 5.37:

Words that Contain [ks]:

expense
blinks
locks
relax
squeaks
mixed
parks
mechanics
taxes

jokes
remarks
exercise
mistakes
tricks
fox
attacks
weeks

Words that Contain [kw]:

quizzed
squeaks
quits
require

4. In seven words [ks] is spelled <ks>

In six words [ks] is spelled <x>

In three words [ks] is spelled <cks>

In one word [ks] is spelled <cs>

5. Sort the words that contain [ks] into these four groups:

TABLE 5.38: Words with [ks] spelled . . .

<ks>	<x>	<cks>	<cs>
<i>blinks</i>	<i>expense</i>	<i>locks</i>	<i>mechanics</i>
<i>squeaks</i>	<i>relax</i>	<i>tricks</i>	

TABLE 5.38: (continued)

<ks>	<x>	<cks>	<cs>
<i>parks</i>	<i>mixed</i>	<i>attacks</i>	
<i>jokes</i>	<i>taxes</i>		
<i>remarks</i>	<i>exercise</i>		
<i>mistakes</i>	<i>fox</i>		
<i>weeks</i>			

6. Four ways of spelling [ks] are <ks>, <x>, <cks>, and <cs>.

7. In all the words that contain [kw], how is the [kw] spelled? <qu>. That is the way we spell [kw] just about all the time!

8. **How Do You Spell [kw]?** The combination [kw] is normally spelled <qu>.

Teaching Notes. The spelling of [kw] is quite straightforward. We say *normally* in Item 8 because of the only known holdouts: *choir*, *coif*, *coiffure*. In Old English [kw] was regularly spelled <cw>, so *queen* was spelled *cwēn*. The <cw>spelling was changed to <qu>through the influence of French-speaking scribes during the Middle Ages. For more on <qu>, see *AES*, pp. 358-60. The spelling of [ks] is considerably more complicated. The students will study it more in the next lesson.

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:

TABLE 5.39: Words in which [ks] is spelled . . .

<x>	<ks>	<cks>	<cs>
<i>fox</i>	<i>mistakes</i>	<i>knocks</i>	<i>mechanics</i>
<i>expense</i>	<i>remarks</i>	<i>tricks</i>	
<i>taxes</i>	<i>weeks</i>	<i>attacks</i>	
<i>unmixed</i>	<i>parks</i>		
<i>exercise</i>	<i>jokes</i>		
<i>relaxes</i>	<i>blinks</i>		

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 5.40:

Words with [ks] spelled <ks>, <cks> or <cs>	= Free stem	+ suffix
<i>mistakes</i>	= <i>mistake</i>	+ <i>s</i>
<i>remarks</i>	= <i>remark</i>	+ <i>s</i>
<i>weeks</i>	= <i>week</i>	+ <i>s</i>
<i>parks</i>	= <i>park</i>	+ <i>s</i>
<i>jokes</i>	= <i>joke</i>	+ <i>s</i>
<i>blinks</i>	= <i>blink</i>	+ <i>s</i>
<i>knocks</i>	= <i>knock</i>	+ <i>s</i>
<i>tricks</i>	= <i>trick</i>	+ <i>s</i>
<i>attacks</i>	= <i>attack</i>	+ <i>s</i>
<i>mechanics</i>	= <i>mechanic</i>	+ <i>s</i>

4. When [ks] is spelled <ks> or <cks> or <cs>, the <s> is a suffix.

5. In the sixteen words you sorted out in this lesson [ks] is spelled <x>six times.

6. **How Do You Spell [ks]?** “The sound [ks] is usually spelled <x>, unless the [s] is a suffix.”



Watch the Middles!

TABLE 5.41:

	remarks	
PREFIX	BASE	SUFFIX
re	<i>mark</i>	s
<i>re</i>	mark	s
<i>re</i>	<i>mark</i>	s
<i>re</i>	<i>mark</i>	s
	<i>remarks</i>	

TABLE 5.42:

	mistakes	
PREFIX	BASE	SUFFIX
mis	<i>take</i>	s
<i>mis</i>	take	s
<i>mis</i>	<i>take</i>	s
<i>mis</i>	<i>take</i>	s
	<i>mistakes</i>	

TABLE 5.43:

	relaxes	
PREFIX	BASE	SUFFIX
re	<i>lax</i>	es
<i>re</i>	lax	es
<i>re</i>	<i>lax</i>	es
<i>re</i>	<i>lax</i>	es
	<i>relaxes</i>	

TABLE 5.44:

	exercise	
PREFIX	BASE	SUFFIX
ex	<i>erc</i>	ise
<i>ex</i>	erc	ise
<i>ex</i>	<i>erc</i>	ise
<i>ex</i>	<i>erc</i>	ise
	<i>exercise</i>	

Teaching Notes.

Though it most commonly spells [ks], <x>often spells the voiced counterpart, [gz], when it falls in between two vowels: *exact*, *exaggerate*, *example*, *exist*, *luxury*. In *anxiety* <x>spells [z], which it also spells at the front of words, as in *xylophone*. For more on [ks] see *AES*, pp. 370-72; for <x>spelling [gz], pp. 351-52; for <x>after eng, pp. 436-37.

Middles. In *exercise* the base *erc* carries the meaning “contain, maintain” and is closely related to *ark* and the base in *arcane*. It is a bound base, which means that it cannot stand free as a word by itself. The students will begin to study bound bases in Lesson 43.

5.16 Lesson Sixteen

Another Vowel Pattern: Ve

1. Mark the first vowel letter in each of the following words [U+0080] [U+0098]v'. Then mark the next two letters either '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, #. 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':

gyp	sue	center	human
cvc	vv	vcc	vcv
die	bottom	cages	cut
vv	vcc	vcv	cvc
trip	tree	tricky	sniff
cvc	vv	vcc	vcc
tiny	tie	shoe	blinked
vcv	vv	vv	vcc
frog	toe	joked	knock
cvc	vv	vcv	vcc

2. You should have found four different patterns of v's and c's:

Six words contain the pattern VCC.

Six words contain the pattern VV#.

Four words contain the pattern VCV.

Four words contain the pattern CVC#.

3. In the pattern VCC is the vowel long or is it short? short. In the pattern CVC# the vowel is also short. But in the pattern VCV the first vowel is long.

4. In the words with the pattern VV# the second vowel is always the same letter. That letter is <e>.

Because these words all have <e> for the second vowel, we can call the pattern the **Ve#** pattern.

5. Now sort the words into the following matrix:

TABLE 5.45:

	Words with VCC:	Words with VCV:	Words with CVC#:	Words with Ve#:
Words with short vowels:	<i>bottom</i> <i>center</i> <i>tricky</i> <i>sniff</i> <i>blinked</i> <i>knock</i>		<i>gyp</i> <i>trip</i> <i>frog</i> <i>cut</i>	
Words with long vowels:		<i>tiny</i> <i>cages</i> <i>joked</i> <i>human</i>		<i>die</i> <i>sue</i> <i>tree</i> <i>tie</i> <i>toe</i> <i>shoe</i>

6. In the CVC# pattern the vowel is short, but in the Ve# pattern the first vowel is long.



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.

	a				h	o	e	p	z	e	e
	g				a	r	g	u	e	s	e
	r				l		e	r		u	r
	e	s			i		n	s		n	i
	e	t	o	c	e		i	u		d	e
		a	b	o			e	e		a	
		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
							e		t	i	e

TABLE 5.46: V

[ē]		[î]		[ō]		[ū]		[yū]
<i>agree</i>	<i>genie</i>	<i>dye</i>	<i>hoe</i>	<i>pursue</i>	<i>argue</i>			
<i>bee</i>	<i>knee</i>	<i>lie</i>	<i>oboe</i>	<i>shoe</i>	<i>rescue</i>			
<i>coffee</i>	<i>sundae</i>	<i>lye</i>	<i>toe</i>	<i>statue</i>				
<i>eerie</i>	<i>zee</i>	<i>tie</i>						
<i>fee</i>								

Among these words three spellings of [ē] in the pattern Ve# are <ee>, <ie>, and <ae>.

Two spellings of [ī] in the pattern V e# are <ie> and <ye>.

Two spellings of [ū] in the pattern V e# are <ue> and <oe>.

Teaching Notes.

Word Find. The Ve# ending in *sundae* has two pronunciations: [ē] and [ā]. The only two known words in which [ū] is spelled <oe> are *shoe* and *canoe*.ū? For more on these two words, see *AES*, p. 293.

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:

TABLE 5.47:

Words		Analyses	
unbarred	un + <u>barred</u>	<u>unbar</u> + r + ed	un + <u>bar</u> + r + ed
unties	un + <u>ties</u>	<u>untie</u> + s	un + <u>tie</u> + s
unlocked	un + <u>locked</u>	<u>unlock</u> + ed	un + <u>lock</u> + ed
disobeys	dis + <u>obeys</u>	<u>disobey</u> + s	dis + <u>obey</u> + s
jokers	<u>joker</u> + s	<u>jok</u> + er + s	
unhurried	un + <u>hurried</u>	un + <u>hurry</u> + 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:

TABLE 5.48:

Words		Analyses	
tricksters	<u>trickster</u> + s	<u>trick</u> + ster + s	
rescuers	<u>rescuer</u> + s	<u>rescu</u> + er + s	
disagreeable	dis + <u>agreeable</u>	<u>disagree</u> + able	dis + <u>agree</u> + able
studiously	<u>studious</u> + ly	<u>study</u> + i + ous + ly	
oboists	<u>oboist</u> + s	<u>obo</u> + ist + s	
statuettes	<u>statuette</u> + s	<u>statue</u> + 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 5.49:

Words	Sounds and Spellings	Other Words
foxes	[ks] = <x>	<i>fix</i>
coughed	[f] = <gh>	<i>laugh</i>
dyed	[i] = <y>	<i>lye</i>
locks	[ks] = <cks>	<i>backs</i>
rescue	<u> = [yū]	<i>value</i>
trees	[ē] = <ee>	<i>bees</i>
shoes	<oe> = [ū]	<i>canoe</i>
thousand	[th] = <th>	<i>thin</i>
quitting	[kw] = <qu>	<i>queen</i>

TABLE 5.49: (continued)

Words	Sounds and Spellings	Other Words
marriage	[r] = <rr>	carry
genie	[ē] = <e> and <ie>	react, eerie
toes	< s > = [z]	goes
letting	[t] = < tt >	settle
matches	[ch] = <tch>	watch
mechanics	[ks] = <cs>	comics

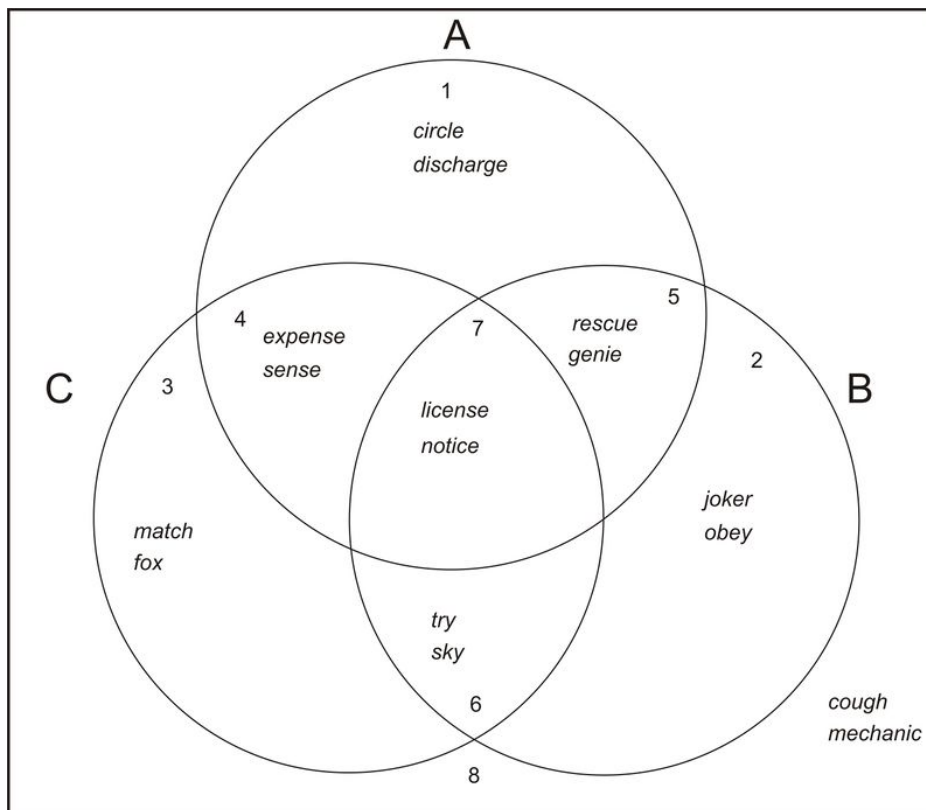
4. When the suffix *-es* is added to verbs that end with the letter <y>with a consonant letter in front of it, the <y>is changed to <i> and the *-es* is pronounced [ɪz].

5. When you want to make a plural out of a singular noun that ends in the sounds [s], [z], [ʃ], or [tʃ], you add the suffix *-es*, and the suffix is pronounced [ɪz].



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✓ |



Teaching Notes.

Item 1. If students are uncertain about which part to underline as the stem, remind them that every stem must contain at least one base. So any parts that contain only prefixes or suffixes cannot be stems.

Item 3. Answers will vary in the Other Words column.

5.18 Lesson Eighteen

Test Two

TABLE 5.50: Answers to Test Two

Words

1. *knocks*
2. *relaxes*
3. *quitter*
4. *hurries*
5. *genies*
6. *coughed*
7. *sundaes*
8. *attaches*
9. *mechanics*
10. *exercises*

Analysis

- [n] = <kn> [ks] = <cks>
 [ks] = <x> Free stem + suffix = relax + es
 [kw] = <qu> Free stem + suffix = quit + t + er
 [r] = <rr> Free stem + suffix = hurry + i + es
 [ē] = <e> & <ie> Free stem + suffix = genie + s
 [k] = <c> [o] = <ou> [f] = <gh> [t] = <ed>
 [ē] = <ae> Free stem + suffix = sundae + s
 [t] = <tt> Free stem + suffix = attach + es
 [k] = <ch> [ks] = <cs> Free stem + suffix = mechanic
 + s
 [ks] = <x> Free stem + suffix = exercisē + 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**.

Sometimes we pronounce a vowel sound very softly. When we do, that vowel has **weak stress**.

Sometimes we pronounce a vowel sound very loudly. That vowel has **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 word *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:

éffort

pássage

fínish

círcle

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:

succéed

amóng

confrónt

ahéad

4. Mark the strong stress in these words:

ócean

decíde

móuntain

pléasant

válley

dáily

fámous

séntence

fífty

séttle

agáainst

dóllar

5. Combine each suffix with its free stem. 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 5.51:

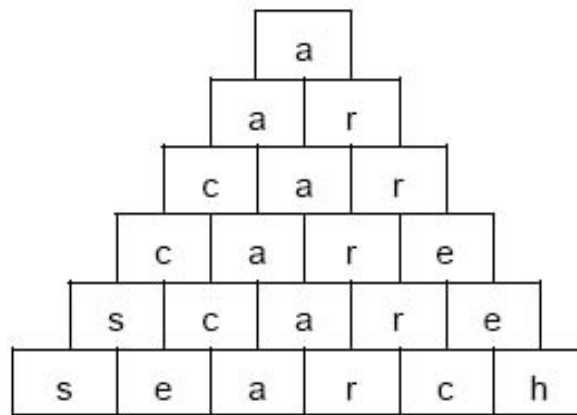
Free Stem	+ Suffix	= Word
search	+ es	= <i>séarches</i>
valley	+ s	= <i>válleys</i>
writ e	+ er	= <i>wríter</i>
fail	+ ing	= <i>fáiling</i>
stop + p	+ ed	= <i>stópped</i>
scratch	+ er	= <i>scrátcher</i>

TABLE 5.51: (continued)

Free Stem	+ Suffix	= Word
trust	+ ed	= <i>trústed</i>
ic ç	+ ing	= <i>ícing</i>
mad + <i>d</i>	+ <i>est</i>	= <i>máddest</i>
succeed	+ s	= <i>succéeds</i>
cut ç	+ er	= <i>cúter</i>
sens ç	+ es	= <i>sénses</i>
problem	+ s	= <i>próblems</i>
effort	+ s	= <i>éfforts</i>
mak ç	+ ing	= <i>máking</i>
roast	+ ed	= <i>róasted</i>



word Pyramid. All of the words in this Pyramid must contain the letter <e>.



If you rearrange the letters in *search*, you can spell three other six-letter words. How many can you figure out?

arches

chaser

eschar

Teaching Notes.

1. Some linguists recognize four levels of stress in English; some recognize only three. Most dictionaries recognize three: primary, secondary, and weak (or no stress). For our purposes in the *Basic Speller* we only need to speak in terms of two levels: strong and weak. **Strong** means either the primary or the secondary stress recognized by dictionaries. **Weak** means not having either primary or secondary stress.

2. Students often have trouble at first identifying which vowel sound in a word has strong stress. You may find it difficult at times, too, for even though any native speaker of English can tell immediately if a word is stressed incorrectly, it can be surprisingly difficult to describe exactly where the stress is in the word. It is a little, perhaps, like trying to describe how one turns on and off the vocal cords in creating voiceless and voiced sounds, as with the two different sounds at the beginning of *sip* and *zip*: We turn those cords on and off correctly thousands of times a day, but describing when we do it can be difficult, and describing how to do it is well nigh impossible. So indecision about where the stress is in a word should be expected.

Fortunately students seem to develop the ability to identify where the stress is rather quickly, after just a bit of practice. It is a good opportunity for group oral drill. Pronounce words with two vowel sounds for the students and ask them where the stress is – on the first or the second vowel sound. If they have trouble, exaggerate the stress difference within the word. In hard cases you can **really** exaggerate the difference, with the exaggeratedly heavy stress first on one vowel sound and exaggeratedly weak stress on the other. Then do the same thing the other way around. This exaggerated contrast will produce some grotesque-sounding pronunciations. Then ask the students which of the two versions sounds less grotesque. That less grotesque-sounding version will have the stress more clearly, if exaggeratedly, on the correct vowel sound. As they grow more confident, cut back on the exaggeration so that they are hearing words with their normal stress differences.

If your students have a good grasp of the concept of syllables, the discussion of stress can be given in terms of syllables rather than vowel sounds. But if your students do not have a good grasp of syllables, I would recommend speaking in terms of vowel sounds, as the lesson does (and as our discussion so far has also done). The term *syllable* can be handy, but it also can produce problems. The problems are not so much with counting the syllables, since each syllable contains one and only one vowel sound. The problems concern where to draw the dividing lines between syllables. The general rule is that if there is only one consonant sound between two vowel sounds, that consonant goes with the second vowel sound. If there are two consonant sounds between two vowel sounds, the first normally goes with the first vowel sound and the second with the second vowel sound. This principle underlies the notion of open and closed syllables and of the distinction between long and short vowels as reflected in the VCV and VCC patterns. But in fact the business of drawing dividing lines between syllables can get quite complex, which is why the *Basic Speller* speaks to the students quite consistently in terms of vowel sounds rather than syllables.

It is easier at first if you pick two-syllable words that have one syllable with primary (or strongest) stress and one syllable that is unstressed, rather than words that have one primary stress and one secondary. It is simply easier to hear the difference between primary and weak stress than it is between primary and secondary. For the most part, this means picking words that consist of a base and a suffix or prefix rather than compound words: The difference in stress is easier to hear in, say, *blacker* (black + er), which has heavy stress on the first syllable and an unstressed second syllable, than it is in a compound like *blackbird* (black + bird), which has primary stress on the first syllable and secondary stress on the second, as compounds usually do.

Since English likes to put the strong stress as close to the front of a word as possible (usually on the first syllable of the base and sometimes even on the prefix), most twosyllable words in English have strong stress on the first syllable. The big exception is verbs, which usually have stress on the second syllable. That is why we have a number of noun-verb pairs in English that have stress on the first syllable of the noun (like *próduce*) but on the second syllable of the verb (like *prodúce*).

If you are ever uncertain about where the stress is in a word, check in a dictionary. And at some point it is a good idea to have the students doing some work with word-stress in their dictionaries as well. So it is important that they understand how their dictionaries mark stress. The marking system used there may be different from the one used here, but the end results should be the same.

After the students get fairly confident at finding the stress in two-syllable words, you can move them on to three- and four-syllable ones and to two-syllable compounds.

This is also a good time to have the youngsters work, if possible, with some metrical verse. Assuming the verse is not all monosyllables, it can give them some practice with word-stress. There is a reciprocity here, for the work with word-stress in the spelling class can help the students better hear and appreciate the metrical and rhythmic effects in poetry.

Word Pyramid. *Search* contains letters for the following shorter words that contain the letter < a >: 5-letters: *aches, acres, cares, chars, chase, crash, hares, races, reach, rheas, scare, share, shear*; 4-letters: *aces, ache, acre, arch, arcs, cars, care, case, cash, char, each, ears, hare, hear, race, rase, rash, rhea, scar, sear, sera*; 3-letters: *ace, arc, are, ash, car, ear, era, has, rah, sac, sea*; 2-letters: *ah, ar, as*.

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 >: [ɨ].

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: *bú tton*.

óven
abóve

trústful
dózen

cóusin
adjúst

stómach
confrónt

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 *above*, *adjust* and *stomach*.

5. Schwa is spelled < e > in *oven* and *dozen*.

6. Schwa is spelled < i > in *cousin*.

7. Schwa is spelled < o > in *confront*.

8. Schwa is spelled < u > in *trustful*.



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.

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*:

có <u>u</u> s <u>i</u> n	tr <u>u</u> st <u>f</u> u <u>l</u>	m <u>i</u> ss <u>i</u> o <u>n</u>	pl <u>e</u> as <u>a</u> nt
h <u>u</u> man	s <u>u</u> cc <u>e</u> ed	s <u>e</u> nt <u>e</u> nce	s <u>e</u> rg <u>e</u> ant
a <u>h</u> é <u>a</u> d	p <u>u</u> r <u>p</u> o <u>s</u> e	th <u>o</u> s <u>a</u> nd	m <u>o</u> unt <u>a</u> in
ag <u>a</u> inst	á <u>g</u> ent	b <u>u</u> tt <u>o</u> ns	j <u>e</u> al <u>o</u> us

2. How many of the sixteen words have strong stress on the second vowel? 3 A word with two vowel sounds usually will have strong stress on the first one.

3. Now sort the sixteen words into these groups:

TABLE 5.52: Words with [] spelled . . .

< a >	< e >	< o >	< u >
<i>human</i>	<i>agent</i>	<i>purpose</i>	<i>trustful</i>
<i>ahead</i>	<i>sentence</i>	<i>buttons</i>	<i>succeed</i>
<i>against</i>			
<i>thousand</i>			
<i>pleasant</i>			

TABLE 5.53: The words with [] spelled . . .

< i >	< io >	< ai >	< ea >	< ou >
<i>cousin</i>	<i>mission</i>	<i>mountain</i>	<i>sergeant</i>	<i>jealous</i>

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!

TABLE 5.54:

succeed	
PREFIX	BASE

TABLE 5.54: (continued)

succeed	
suc	<i>ceed</i>
<i>suc</i>	ceed
<i>suc</i>	<i>ceed</i>
<i>succeed</i>	

TABLE 5.55:

trustful	
BASE	SUFFIX
trust	<i>ful</i>
<i>trust</i>	ful
<i>trust</i>	<i>ful</i>
<i>trustful</i>	

TABLE 5.56:

confront	
PREFIX	BASE
con	<i>front</i>
<i>con</i>	front
<i>con</i>	<i>front</i>
<i>confront</i>	

TABLE 5.57:

mountain	
BASE	SUFFIX
mount	<i>ain</i>
<i>mount</i>	ain
<i>mount</i>	<i>ain</i>
<i>mountain</i>	

TABLE 5.58:

agent	
BASE	SUFFIX
ag	<i>ent</i>
<i>ag</i>	ent
<i>ag</i>	<i>ent</i>
<i>agent</i>	

TABLE 5.59:

sergeant	
BASE	SUFFIX
serge	<i>ant</i>

TABLE 5.59: (continued)

sergeant*serge*

ant

*serge**ant**sergeant*

Teaching Notes.

Middles. *Confront* originally meant “to stand in front of, to face”; the free base *front* originally meant “forehead.” In *sergeant* the bound base *serge* is closely related to the free base *serve*. A sergeant originally was a household servant.

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? *first*.

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] .

pérching

cóurage

sérvíce

púrpose

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]:

cénter

dóllars

dóctor

éffort

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]:

úrgent

cólor

círcle

súrface

Which of the four words contains [r]? *color*.

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]:

séarcher

múrder

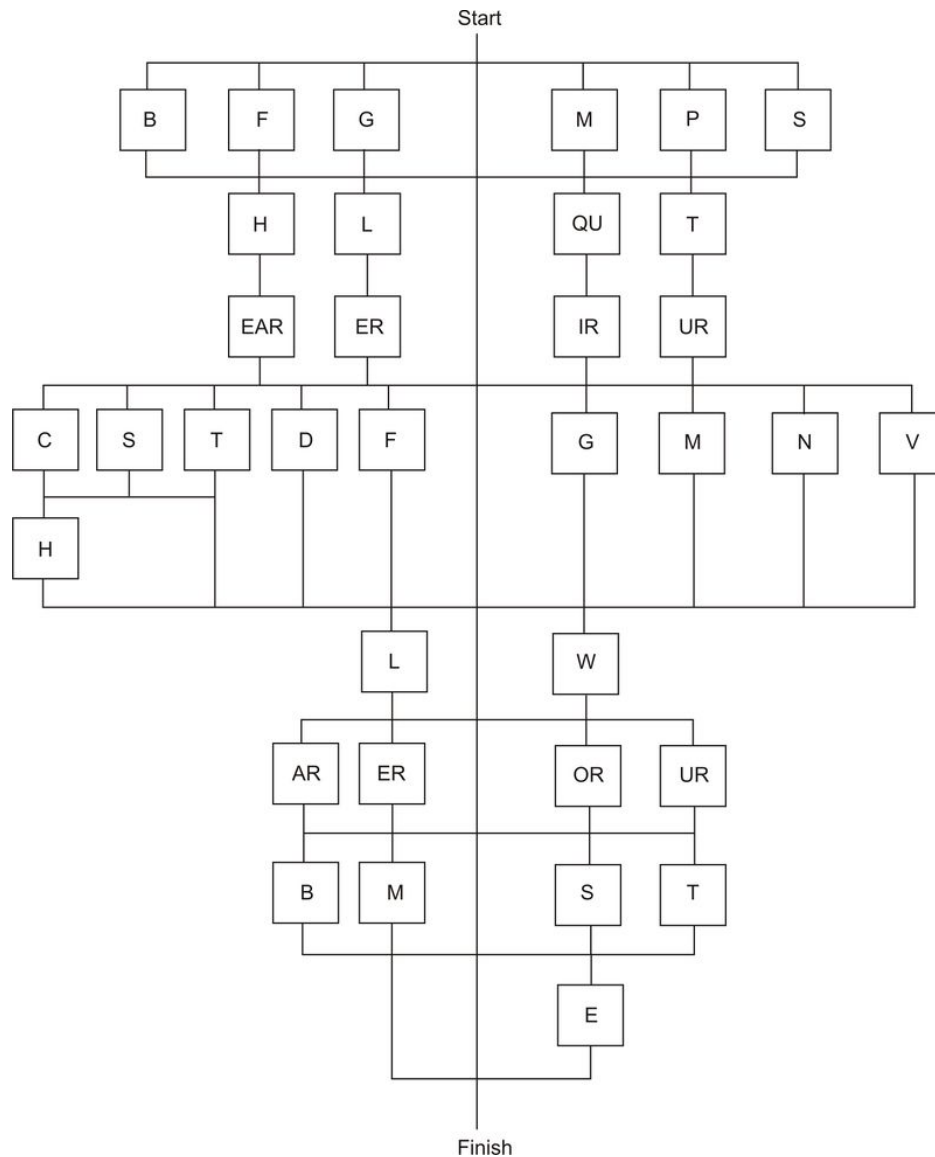
wórkers

múrmur



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.



Teaching Notes. This lesson gives the students more work with word stress. It also introduces them to two very common sound-units, [ur] and [r]. They may ask about the apparent disappearance of the [u] and [ɪ] sounds in these words. About all you actually hear is the [r]. This is a good example of the strong and varied effects [r] has on vowels that precede it. In some cases the [r] will alter the normal sound of the preceding vowel. For instance, compare the sound spelled by <a> in the two VCV words *mate* and *mare*: In *mate* we get the expected long <a>, [ā], but in *mare* we get a sound more like [e] than [ā]. In [ur] and [r] the effect is more radical; it is as if the [r] drains all color out of the vowel or as if the vowel and the [r] are pronounced simultaneously. For more on [ur] see *AES*, pp. 321-26. For more on the effects of [r] on preceding vowels in general, see pp. 307-21.

Word Flow. This Flow produces so many words that it might make a good continuing bulletin board activity, with students adding to a communal list. Here, for instance, is a fairly complete listing of words using the upper <ur>(minus any plurals or 3rd person singular verbs, and minus any words that would have required <e>deletions or twinning): *blur*, *blurb*, *blurt*, *bur*, *burg*, *burger*, *burl*, *burn*, *burner*, *burst*, *fur*, *furfur*, *furl*, *further*, *hurl*, *hurler*, *hurt*, *lurch*, *lurcher*, *murder*, *murmur*, *murther*, *purge*, *purse*, *slur*, *surd*, *sure*, *surf*, *surfer*, *surge*, *turf*, *turn*, *turner*.

5.23 Lesson Twenty-three

The Prefix Mis

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? mis-.

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 5.60:

Word	= Prefix	+ Free Stem
<i>misshaped</i>	= <i>mis</i>	+ <i>shaped</i>
<i>misspell</i>	= <i>mis</i>	+ <i>spell</i>
<i>mistrust</i>	= <i>mis</i>	+ <i>trust</i>
<i>mismatch</i>	= <i>mis</i>	+ <i>match</i>
<i>misdeeds</i>	= <i>mis</i>	+ <i>deeds</i>
<i>mismanage</i>	= <i>mis</i>	+ <i>manage</i>
<i>miscues</i>	= <i>mis</i>	+ <i>cues</i>
<i>misjudge</i>	= <i>mis</i>	+ <i>judge</i>
<i>misquote</i>	= <i>mis</i>	+ <i>quote</i>
<i>mislaid</i>	= <i>mis</i>	+ <i>laid</i>
<i>misunderstand</i>	= <i>mis</i>	+ <i>understand</i>
<i>mistreatment</i>	= <i>mis</i>	+ <i>treatment</i>

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 5.61:

Words that contain the prefix <i>mis-</i> :	Words that do not contain the prefix <i>mis-</i> :
<i>mislay</i>	<i>misty</i>
<i>misread</i>	<i>misery</i>
<i>mismatches</i>	<i>mister</i>
<i>mismanage</i>	<i>missile</i>
<i>misleading</i>	<i>mission</i>
<i>mistake</i>	<i>missed</i>

4. Combine the following prefixes, free stems, and suffixes. Show any cases of twinning, final <e>deletion, and changes of <y>to <i >:

TABLE 5.62:

Prefixes + Free Stems + Suffixes	= Words
mis + shap e + ed	= <i>misshaped</i>
mis + judg e + ed	= <i>misjudged</i>
mis + tak e + en	= <i>mistaken</i>
re + mov e + ing	= <i>removing</i>
wrap + p + er	= <i>wrapper</i>
quiz + z + ed	= <i>quizzed</i>
un + tap + p + ed	= <i>untapped</i>
if + f + y	= <i>iffy</i>
un + decid e + ed	= <i>undecided</i>
in + n + ing	= <i>inning</i>

5. Try some the other way around. Analyze the words below into prefixes, free stems, and suffixes:

TABLE 5.63:

Word	= Prefix + Free Stem + Suffix
mistakes	= <i>mis + take + s</i>
refinishes	= <i>re + finish + es</i>
unblinking	= <i>un + blink + ing</i>
mishaps	= <i>mis + hap + s</i>
removed	= <i>re + move + ed</i>
mismanaging	= <i>mis + manage + ing</i>
untried	= <i>un + tryy + i + ed</i>

Teaching Notes.

Item 4. The baseball term *inning* comes from the British game of cricket. An inning was a time “in” — that is, in from the field and at bat.

5.24 Lesson Twenty-four

The Meaning of Mis-

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 5.64: Words in which *mis-* means . . .

“Bad, badly”

mismatch
misdeeds
mismanage
mistreat

“Lack of, failure of”

mistrust
mismatch

“Mistakenly, incorrectly”

misread
misspell
mismatch
mislead
misunderstand
misquote
mislaid
miscues

3. Why do you think a mistake is called a mistake? when you make a mistake, you take something incorrectly or badly.

4. *Mis-* is the prefix in the word *mischievous*. 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 *mischievous* meant “to come to a head badly or mistakenly.” So *mischievous* originally meant behavior that would cause things to turn out badly.



Watch the Middles

TABLE 5.65:

	misspelling	
PREFIX	BASE	SUFFIX
mis	<i>spell</i>	<i>ing</i>
<i>mis</i>	spell	<i>ing</i>
<i>mis</i>	<i>spell</i>	ing
	<i>misspelling</i>	

TABLE 5.66:

mischief	
PREFIX	BASE
mis	<i>chief</i>
<i>mis</i>	chief
<i>mis</i>	<i>chief</i>
<i>mischief</i>	

Teaching Notes.

Item 2. There is much room for honest difference of opinion here, for there is considerable overlap among the three senses of *mis-*.

Item 3. Again, there is room for considerable differences among the explanations students present here.

Item 4. Parallel with *mischief*, the word *achieve* analyzes to a form of the prefix *ad-* “to, toward” plus the base *chieve*, which is a form of the base *chief* “head.” *Achieve* originally meant something like “to come to a head.”

CHAPTER

6**Teacher 03-Lesson 25-48****Chapter Outline**

- 6.1 LESSON TWENTY-FIVE
 - 6.2 LESSON TWENTY-SIX
 - 6.3 LESSON TWENTY-SEVEN
 - 6.4 LESSON TWENTY-EIGHT
 - 6.5 LESSON TWENTY-NINE
 - 6.6 LESSON THIRTY
 - 6.7 LESSON THIRTY-ONE
 - 6.8 LESSON THIRTY-TWO
 - 6.9 LESSON THIRTY-THREE
 - 6.10 LESSON THIRTY-FOUR
 - 6.11 LESSON THIRTY-FIVE
 - 6.12 LESSON THIRTY-SIX
 - 6.13 LESSON THIRTY-SEVEN
 - 6.14 LESSON THIRTY-EIGHT
 - 6.15 LESSON THIRTY-NINE
 - 6.16 LESSON FORTY
 - 6.17 LESSON FORTY-ONE
 - 6.18 LESSON FORTY-TWO
 - 6.19 LESSON FORTY-THREE
 - 6.20 LESSON FORTY-FOUR
 - 6.21 LESSON FORTY-FIVE
 - 6.22 LESSON FORTY-SIX
 - 6.23 LESSON FORTY-SEVEN
 - 6.24 LESSON FORTY-EIGHT
-

6.1 Lesson Twenty-five

The Prefix Dis-

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? re-, mis-, and un-.

2. There is a fourth prefix in those four words. What is it? dis-.

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 one of the following:

“Lack of, not” as in *dishonest*

“Removal or reversal, opposite” 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”

*distrust**disagree**dishonest**disobey**disorder**disgrace*

“Removal, reversal”

*discard**disarm**discount**discover**discharge**disappear**disgrace*

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.

1. Write the word *misspell*: misspell.
2. Take away the prefix that means “mistakenly” and put on the suffix that means “in the past”: spelled.
3. Take away the fourth and fifth letters in the word: speed
4. 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: reads.
5. Change the second vowel in the word to the first vowel in the alphabet; remove the last consonant in the word: read.
6. Put back the prefix that means “mistakenly.” Then fill in the blank and answer the riddle:
If you misspell a lot, your reader may misread you.

Teaching Notes.

Item 3. Again you might expect some differences of opinion.

6.2 Lesson Twenty-six

More Words with Dis-

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

TABLE 6.2:

Words that Contain the Prefix <i>dis-</i>		
<i>disorder</i>	<i>disuse</i>	<i>discard</i>
<i>disband</i>	<i>discolor</i>	<i>discover</i>
<i>dishonor</i>	<i>discontinue</i>	<i>disease</i>

The word that does not contain the prefix *dis-* is *disks*.

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✓

Eight letters :

diseased✓

disaster✓

disarray✓

Nine Letters :

disgraced✓

discovers✓

dishonest✓

discounts✓

Eleven letters :

discontinue✓

distrusting✓

Seven letters :

disavow✓

Ten letters :

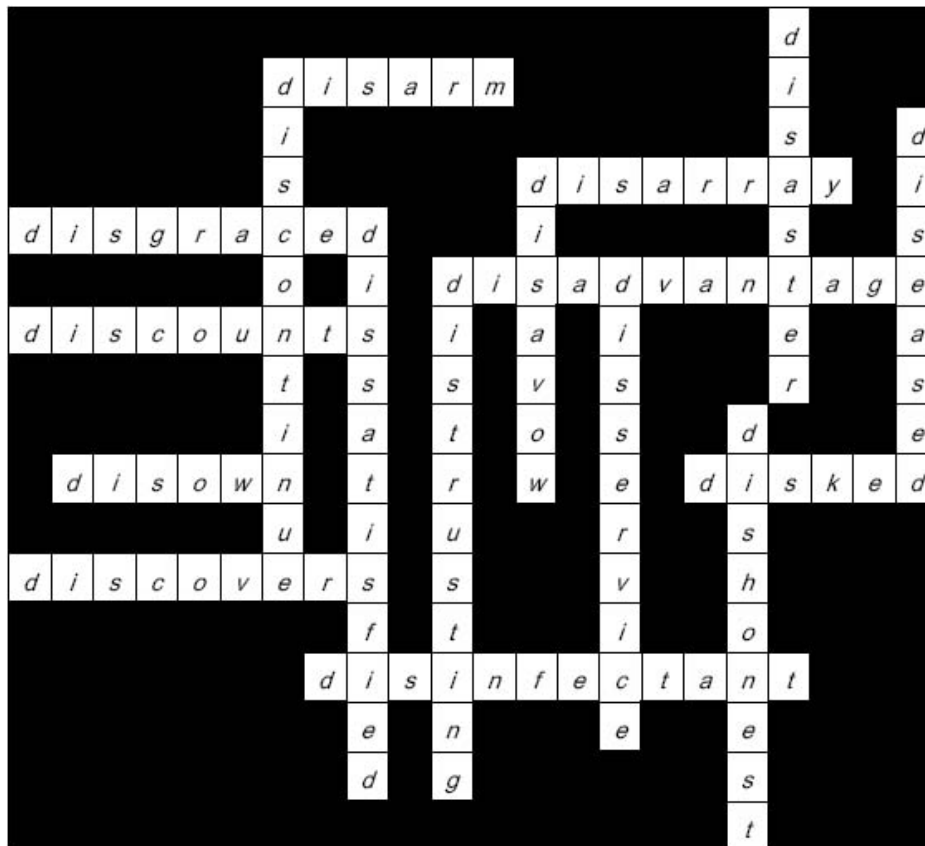
disservice✓

Twelve letters :

disinfectant✓

disadvantage✓

dissatisfied✓



The word that does not contain *dis-* is disked.

Teaching Notes.

Item 1. The statement that most words that start with <dis>contain the prefix *dis-* is a good and strong one. But it can be a bit hard to recognize at times, especially when the prefix is added to a bound stem. Sometimes the *dis-* is used simply as an intensifier, rather the way we use the adverb *very*. For instance, in *disturb* the bound base *turb* carries the root meaning “confuse, disorder,” and the *dis-* simply intensifies that meaning. The meaning of *dis-* that was described in the previous lesson as “reversal, opposite” often is more like “apart”: *Discuss* has the root meaning “shake apart”; *dispute* has the meaning “count or consider apart”; *dissolve* has “loosen apart.”

Item 2. *Astronomy*, *astrology*, *astronaut* analyze into *astr+o+log+y* (roughly, “speech about the stars”), *astr+o+nom+y* (roughly, “laws of the stars”), and *astr+o+naut* (“star sailor”).

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 6.3:

Prefix	+ Free Stem	= New Word
mis	+ spell	= <i>misspell</i>
un	+ natural	= <i>unnatural</i>
mis	+ spend	= <i>misspend</i>
un	+ necessary	= <i>unnecessary</i>
re	+ educate	= <i>reeducate</i>
un	+ noticed	= <i>unnoticed</i>
dis	+ satisfied	= <i>dissatisfied</i>
un	+ nerve	= <i>unnerve</i>

3. Now try these. They also combine by simple addition:

TABLE 6.4:

Prefix	+ Free Stem	= New Word
dis	+ service	= <i>disservice</i>
re	+ examine	= <i>reexamine</i>
dis	+ color	= <i>discolor</i>
mis	+ strike	= <i>misstrike</i>
dis	+ obey	= <i>disobey</i>
re	+ elect	= <i>reelect</i>
dis	+ solve	= <i>dissolve</i>
un	+ cover	= <i>uncover</i>
mis	+ shape	= <i>misshape</i>
mis	+ leading	= <i>misleading</i>
un	+ needed	= <i>unneeded</i>
un	+ remarkable	= <i>unremarkable</i>

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 6.5:

Word	= Prefix	+ Free Stem	+ Suffix
miscounted	= <i>mis</i>	+ <i>count</i>	+ <i>ed</i>
undecided	= <i>un</i>	+ <i>decid</i> ϕ	+ <i>ed</i>
mislaying	= <i>mis</i>	+ <i>lay</i>	+ <i>ing</i>
undoing	= <i>un</i>	+ <i>do</i>	+ <i>ing</i>
misdeeds	= <i>mis</i>	+ <i>deed</i>	+ <i>s</i>
mistreated	= <i>mis</i>	+ <i>treat</i>	+ <i>ed</i>
discoverer	= <i>dis</i>	+ <i>cover</i>	+ <i>er</i>
disgraces	= <i>dis</i>	+ <i>grac</i> ϕ	+ <i>es</i>
unexamined	= <i>un</i>	+ <i>exam</i> inϕ	+ <i>ed</i>
discharged	= <i>dis</i>	+ <i>charg</i> ϕ	+ <i>ed</i>
reordered	= <i>re</i>	+ <i>order</i>	+ <i>ed</i>
discounts	= <i>dis</i>	+ <i>count</i>	+ <i>s</i>
diseases	= <i>dis</i>	+ <i>eas</i> ϕ	+ <i>es</i>
returning	= <i>re</i>	+ <i>turn</i>	+ <i>ing</i>
unnerving	= <i>un</i>	+ <i>nerv</i> ϕ	+ <i>ing</i>
disgracing	= <i>dis</i>	+ <i>grac</i> ϕ	+ <i>ing</i>
repacked	= <i>re</i>	+ <i>pack</i>	+ <i>ed</i>

Teaching Notes.

Item 1. This lesson explains to students how simple addition causes certain words to have double letters near the front (*misspell, disservice, etc.*). In Books 4, 5, and 6 they will study how the assimilation of the final consonant in certain prefixes causes certain other words to have double consonants (*approve, correct, illustrate, etc.*).

Name _____ Date _____.

6.4 Lesson Twenty-eight

Test Three

TABLE 6.6:

Words

1. *misspelling*
2. *discoverer*
3. *pleasant*
4. *mistreats*
5. *diseases*
6. *cousin*
7. *mismanaged*
8. *mountain*
9. *dissolved*
10. *sentences*

Analysis

Prefix + free stem + suffix = mis + spell + ing

Prefix + free stem + suffix = dis + cover + er

[ɪ] = <a>, [e] = <ea>

Prefix + free stem + suffix = mis + treat + s

Prefix + free stem + suffix = dis + ease + es

[ɪ] = <i> [u] = <ou>

Prefix + free stem + suffix = mis + manage + ed

[ɪ] = <ai>

Prefix + free stem + suffix = dis + solve + ed

[s] = <s> & <c> Free stem + suffix = sentenc + es

Teaching Notes. Things to emphasize: The double consonants in 1 and 9. The <e>deletions in 5, 7, 9, and 10. The location of strong and weak stress in 3, 6, and 8.

6.5 Lesson Twenty-nine

Review of Vowel Letters and Patterns

- The four letters that are always vowels are <a>, <e>, <i>, and <o>.
- The three letters that are sometimes vowels and sometimes consonants are <y>, <u>, and <w>.
- The other nineteen letters that are always consonants are: , <c>, <d>, <f>, <g>, <h>, <j>, <k>, <l>, <m>, <n>, <p>, <q>, <r>, <s>, <t>, <v>, <x>, and <z>.
- 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?

- 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 [U+0080] [U+0098]v' or [U+0080] [U+0098]c'. You should find two patterns among these words: VCC and VCV. We've done the first one for you:

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

Sort the words into these two groups:

TABLE 6.7: Words with the pattern . . .

VCV

gate
maniac

lady
joking

VCC

bandage
fill

dissolve
victim

TABLE 6.7: (continued)

VCV		VCC	
<i>human</i>	<i>tiny</i>	<i>missile</i>	<i>opposite</i>
<i>major</i>	<i>rise</i>	<i>gather</i>	<i>kept</i>
<i>climate</i>	<i>twice</i>	<i>sense</i>	<i>misty</i>



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. We've given you a start.

- Write the word *life*. *life*
- Change the <e> to <l> and scramble the letters. *fill*
- Change <f> to <k>. Change <l> to <e> and scramble the letters. *like*
- Change <l> to <p>. Change <i> to <t> and scramble the letters. *kept*
- Change <p> to <a> and scramble the letters. *take* or *teak*
- Change <k> to <g> and scramble the letters. *gate*

Teaching Notes.

Item 5. You might suggest that students who are fuddled by this exercise should go through the list of words first, just finding and marking the vowel with strong stress. Then they can go back and do the under-marking with [U+0080] [U+0098] *v'* and [U+0080] [U+0098] *c'*.

6.6 Lesson Thirty

Review of VCC and VCV

1. Write a word that contains each of these vowel sounds:

TABLE 6.8:

Short Vowel Sounds	Words
Short < a >, [a]:	Answers
Short < e >, [e]:	will
Short < i >, [i]:	vary.
Short < o >, [o]:	
Short < u >, [u]:	
Dotted short < u >, [ú]:	

TABLE 6.9:

Long Vowel Sounds	Words
Long < a >, [ā]:	Answers
Long < e >, [ē]:	will
Long < i >, [ī]:	vary.
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:

TABLE 6.10: Words in which the first vowel is . . .

	Short	Long
Words with the pattern VCC	<i>bandage</i> <i>fill</i> <i>missile</i> <i>gather</i> <i>sense</i> <i>dissolve</i> <i>victim</i> <i>opposite</i> <i>kept</i> <i>misty</i>	
Words with the pattern VCV		<i>gate</i> <i>maniac</i> <i>human</i> <i>major</i> <i>climate</i> <i>lady</i> <i>joking</i> <i>tiny</i> <i>rise</i> <i>twice</i>

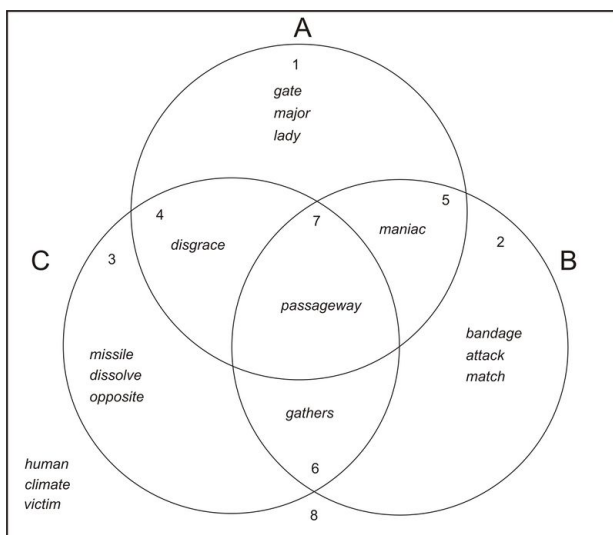
3. In words that contain the pattern VCC, the vowel is short.

In words that contain the pattern VCV, the first vowel is long.



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



Teaching Notes.

Word Venn. Students may wonder about the < a > s in *human* and *climate*. The < a > spelling might tempt them to assume an [a] sound. Point out to them that the < a > in *human* spells schwa, as does the first < a > in *attack*. The < a > in *climate* spells an unstressed [i], as does the second < a > in *bandage*. Merriam-Webster's dictionaries show the < a > in *climate* spelling a dotted schwa sound, which represents the two variant unstressed pronunciations [ə] and [i]; other dictionaries show simply [i]. Although most unstressed vowels tend to reduce to schwa, vowel sounds spelled < a > often reduce to [i].

6.7 Lesson Thirty-one

More Practice with the VCC and VCV Patterns

- In words that contain the VCC pattern, the vowel is *short*. In words that contain the VCV pattern, the first vowel is *long*.
- 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 vcc	union vcv	hundred vcc	decide vcv
tiny vcv	issue vcc	interest vcc	method vcc
quote vcv	attacked vcc	remote vcv	climate vcv
evening vcv	fifty vcc	mission vcc	mister vcc

- Sort the sixteen words into this matrix:

TABLE 6.11: Words in which the stressed vowel is . . .

	Short	Long
Words with the pattern VCC	<i>tricky</i> <i>issue</i> <i>attacked</i> <i>fifty</i> <i>hundred</i> <i>interest</i> <i>mission</i> <i>method</i> <i>mister</i>	
Words with the pattern VCV		<i>tiny</i> <i>quote</i> <i>evening</i> <i>union</i> <i>remote</i> <i>decide</i> <i>climate</i>

4. In the pattern VCC the vowel is short, and in the pattern VCV 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 <e> that shows that the vowel sound in the word is *long*, you delete the silent final <e> when you add a *suffix* that starts with a *vowel*.
2. Combine the free stems and suffixes below. Show any cases of twinning or silent final <e>deletion:

TABLE 6.12:

Free Stem	+ Suffix	= Word
quot ϕ	+ ed	= <i>quoted</i>
cag ϕ	+ ed	= <i>caged</i>
up + <i>p</i>	+ er	= <i>upper</i>
interest	+ ing	= <i>interesting</i>
exercis ϕ	+ ed	= <i>exercised</i>
obey	+ ed	= <i>obeyed</i>
decide	+ s	= <i>decides</i>
in + <i>n</i>	+ ing	= <i>inning</i>
fill	+ ing	= <i>filling</i>
disgrac ϕ	+ ed	= <i>disgraced</i>
murmur	+ ed	= <i>murmured</i>
order	+ ing	= <i>ordering</i>
lady+ <i>i</i>	+ es	= <i>ladies</i>
mist	+ y	= <i>misty</i>
price	+ s	= <i>prices</i>
refus ϕ	+ ed	= <i>refused</i>
mission	+ s	= <i>missions</i>

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 6.13:

Word	= Free Stem	+ Suffix
refusing	= <i>refusϕ</i>	+ <i>ing</i>
disgracing	= <i>disgracϕ</i>	+ <i>ing</i>
decided	= <i>decidϕ</i>	+ <i>ed</i>
watches	= <i>watch</i>	+ <i>es</i>
misspending	= <i>misspend</i>	+ <i>ing</i>
twiggy	= <i>twig + g</i>	+ <i>y</i>
rising	= <i>risϕ</i>	+ <i>ing</i>
banded	= <i>band</i>	+ <i>ed</i>
senses	= <i>sensϕ</i>	+ <i>es</i>
quoting	= <i>quotϕ</i>	+ <i>ing</i>

TABLE 6.13: (continued)

Word	= Free Stem	+ Suffix
issuing	= <i>issu</i> ϕ	+ <i>ing</i>
quizzes	= <i>quiz</i> + <i>z</i>	+ <i>es</i>
interested	= <i>interest</i>	+ <i>ed</i>
units	= <i>unit</i>	+ <i>s</i>
iffy	= <i>if</i> + <i>f</i>	+ <i>y</i>
methods	= <i>method</i>	+ <i>s</i>
upper	= <i>up</i> + <i>p</i>	+ <i>er</i>
obeyed	= <i>obey</i>	+ <i>ed</i>
hundreds	= <i>hundred</i>	+ <i>s</i>
shoes	= <i>shoe</i>	+ <i>s</i>
fifties	= <i>fifty</i> + <i>i</i>	+ <i>es</i>

Teaching Notes. Points to emphasize: There is twinning in *inning*, *twiggy*, *iffy*, and *upper* because we assume that words with only one vowel sound like *in*, *twig*, *if*, and *up* have strong stress. There is no twinning in *murmured* and *ordering* because the second vowel in *murmur* and *order* have weak stress. The lack of stress in *murmur* may be specially tricky for students to hear: The identical spelling of the two syllables can be misleading.

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>'s 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:

TABLE 6.14:

Words with <e>, <i> or <y>right after the <c>:	Words with soft <c>:	Words with hard <c>:
	<i>service</i>	
	<i>embrace</i>	
	<i>ignorance</i>	
	<i>notice</i>	
	<i>juicy</i>	
	<i>concept</i>	
	<i>decided</i>	
	<i>since</i>	
	<i>producer</i>	
	<i>deceptive</i>	
	<i>center</i>	
With no <e>, <i>, or <y>right after the <c>:		<i>republic</i>
		<i>elected</i>
		<i>comics</i>
		<i>agriculture</i>
		<i>recover</i>
		<i>miscue</i>
		<i>actively</i>
		<i>concept</i>
		<i>democratic</i>
		<i>discount</i>

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 <e>, <i>, or <y>.

5. The letter <c>is called soft <c>when it spells the sound [s]. The letter <c>is called hard when it spells the sound [k]. A soft <c>always has one of three letters right after it: <e>, <i>, or <y>.

6. Sort these twelve words into the following matrix:

rejoice	civilize	fiercely	license
recognized	victim	affection	arc
emergency	officer	surface	fabric

TABLE 6.15:

Words with <e>, <i>, or <y>right after the <c>:	Words with soft <c>:	Words with hard <c>:
	<i>rejoice</i>	
	<i>emergency</i>	
	<i>civilize</i>	
	<i>officer</i>	
	<i>fiercely</i>	
	<i>surface</i>	
	<i>license</i>	
Words with no <e>, <i>, or <y>right after the <c>:		<i>recognized</i>
		<i>victim</i>
		<i>affection</i>
		<i>arc</i>
		<i>fabric</i>

7. When the letter <c>has an <e>, <i>, or <y> right after it, it spells the sound [s] and is called soft <c>. Otherwise, it spells the sound [k] and is called hard <c>.

Teaching Notes. In Old English <c>regularly spelled [k], except when it was followed by <e>, <i>, or <y>, in which case it spelled [ch]. But during the Middle English period the Norman French scribes used <c>to spell the French sound [ts] before <e>, <i>, or <y>and to spell [k] elsewhere. In time the [ts] eased to [s]. So, although the value of what we now call soft <c>has changed, our distinction between hard and soft <c>comes from both the Germanic side of the language family tree (via Old English) and the Romance side (via Norman French).

This distinction arose from the influence of the vowel following the <c>upon the pronunciation of the consonant sound spelled by the <c>. You can experience some of the pressure leading to the distinction if you compare the way you pronounce the [k] sounds in *kit* and *cot*: In *kit* you should feel the [k] being pronounced further forward in your mouth, in *cot* further back. The difference arises because while pronouncing the [k], your mouth gets itself set to pronounce the upcoming vowel: in *kit* that vowel is [i], which is pronounced toward the front of your mouth, so your tongue moves forward while pronouncing [k]. In *cot* the vowel [o] is pronounced towards the back of your mouth, so your tongue moves back while pronouncing the [k]. Over the centuries this modest difference in pronunciation of the [k] increased to our current distinction between hard and soft <c>.

Item 7. When we say that <c>spells [k] whenever it does not have <e>, <i> or <y>after it, we are ignoring the digraph <ch>, which normally spells [ch], though it does spell [k] in a few, usually Greek adoptions, such as *school* and *stomach*.

6.10 Lesson Thirty-four

Soft <c>and Silent Final <e>

1. When the letter <c>has an <e>, <i>, or <y> right after it, it spells the sound [s] and is called soft <c>. Otherwise, it spells the sound [k], and is called hard <c>.

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>? hard<c> Do the words in the right column end with a hard <c>or with a soft <c>? soft <c> Why are the <c>'s in the right column soft <c>'s? Because they have an <e>following them . Why are the <c>'s in the left column hard <c>'s? Because they do not have <e>, <i>, or <y>following them .

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: price and twice .

6. So far you've seen two different jobs that final <e>can do: Final <e>can mark a preceding vowel as being long . Final <e>can mark a preceding <c>as being soft . And sometimes a final <e>can do both things at once.



Watch the Middles!

TABLE 6.16:

BASE	agriculture	SUFFIX
agri	BASE	ure
agri	cult	ure
agri	cult	ure
agri	cult	ure
agri	cult	ure
	agriculture	

TABLE 6.17:

	democratic	
BASE	BASE	SUFFIX
demo	<i>crat</i>	<i>ic</i>
<i>demo</i>	<i>crat</i>	<i>ic</i>
<i>demo</i>	<i>crat</i>	<i>ic</i>
<i>demo</i>	<i>crat</i>	<i>ic</i>
	<i>democratic</i>	

TABLE 6.18:

	emergency	
PREFIX	BASE	SUFFIX
<i>e</i>	<i>mergɸ</i>	<i>ency</i>
<i>e</i>	<i>mergɸ</i>	<i>ency</i>
<i>e</i>	<i>mergɸ</i>	<i>ency</i>
<i>e</i>	<i>mergɸ</i>	<i>ency</i>
	<i>emergency</i>	

TABLE 6.19:

	election	
PREFIX	BASE	SUFFIX
<i>e</i>	<i>lect</i>	<i>ion</i>
<i>e</i>	<i>lect</i>	<i>ion</i>
<i>e</i>	<i>lect</i>	<i>ion</i>
<i>e</i>	<i>lect</i>	<i>ion</i>
	<i>election</i>	

Teaching Notes. For more on the use of silent final <e>to mark soft <c>, see *AES*, p.146.

6.11 Lesson Thirty-five

Soft <c>and Deleting Silent Final <e>

1. When the letter <c>has an <e>, <i>, or <y> right after it, it spells the sound [s] and is called *soft <c>*.
2. **Rule for Deleting Silent Final <e>**. If a word ends with a silent <e> that shows that the vowel sound in the word is *long*, you *delete* the silent final <e>when you add a *suffix* that starts with a *vowel*.
3. We must revise our final <e>deletion rule a little, because the final <e>that marks a soft <c>doesn't be have 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 6.20:

Free Stem + Suffix = Word	Was a final <e>; deleted?
announc e + er = announcer	Yes
choic e + est = choicest	Yes
juic e + y = juicy	Yes
embrac e + able = embraceable	No
surface + s = surfaces	No
notice + able = noticeable	No
introduc e + ing = introducing	Yes
scarce + ly = scarcely	No
service + able = serviceable	No
pric e + ed = priced	Yes

5. Combine each free stem and suffix to make a word. Mark any final <e>'s that are deleted:

TABLE 6.21:

Free Stem	+ Suffix	= Word
lac e	+ y	= lacy
practic e	+ ed	= practiced
service	+ s	= services
announce	+ ment	= announcement
juic e	+ y	= juicy
fierc e	+ est	= fiercest
embrace	+ able	= embraceable
offic e	+ er	= officer
sentenc e	+ ed	= sentenced
rejoic e	+ ing	= rejoicing

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: <e>, <i> or <y>.

Which three letters must follow a soft <c>? <e>, <i>, or <y>.

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 <e>, <i>, or <y>; you delete a final <e> that is only marking a long vowel whenever you add a suffix that starts with any vowel.



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:

- Write the word *clue*. *clue*
- Change the <l> to <j>, add an <i> and scramble the letters. *juice*
- Change <ju> to <pr>. *price*
- Change <i> to <a>. Change <p> to <s> and scramble the letters. *acres, cares, races, scare*
- Add a <c> and scramble the letters. *scarce*
- Change <c> to <d> and scramble the letters. *scared, sacred, cedars*

Teaching Notes. The main point that students should take from this lesson is that a soft <c> must have an <e>, <i>, or <y> right after it, so if a stem ends in <ce> and the suffix being added does not start with an <e>, <i>, or <y>, we must keep the final <e> in the stem to keep the <c> soft. Thus, there is no final <e> deletion. But if the suffix starts with an <e>, <i>, or <y>, we no longer need the final <e> in the stem to keep the <c> soft, so it is deleted.

Notice that sometimes a final <c> in a stem will shift from hard to soft and vice versa: For instance, in *criticism*, the second <c> is soft because of the following <i>, but in *critical* the second <c> is hard because of the following <a>. This kind of alternation, however, does not affect the point being made about final <e> deletion in this lesson.

Changles. It might be useful to have the students point out the hard and soft <c>s in the various words.

6.12 Lesson Thirty-six

Test Four

TABLE 6.22:

Words

1. *climates*
2. *senses*
3. *twice*
4. *hundred*
5. *quoting*
6. *juicy*
7. *embraceable*
8. *tiniest*
9. *rejoices*
10. *mistier*

Analysis

[k] = <c> VCV = <ima> Free stem + suffix = climate
+ s
VCC = <ens> Free stem + suffix = sense + es
<w>= consonant? or vowel? consonant VCV = <ice>
[s] = <c>
< u > = consonant? or vowel? vowel VCC = <und>
[kw] = <qu> < u > = consonant? or vowel? consonant
Free stem + suffix = quote + ing
< u > = consonant? or vowel? vowel [s] = <c> Free
stem + suffix = juice + y
[s] = <c> Free stem + suffix = embrace + able
VCV = <ini> Free stem + suffix = tiny + i + est
[s] = <c> < s > = [z] Free stem + suffix = rejoice + es
VCC = <ist> Free stem + suffix = misty + 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

TABLE 6.23: Words in which <g> spells ...

Words with <e>, <i>, or <y> right after the <g>:	[j]:	[g]:
	<i>agent</i>	
	<i>digest</i>	
	<i>sergeant</i>	
	<i>biology</i>	
	<i>challenge</i>	
	<i>angel</i>	
	<i>genies</i>	
	<i>legislator</i>	
	<i>discharge</i>	
	<i>gypped</i>	
	<i>intelligence</i>	
	<i>college</i>	

TABLE 6.23: (continued)

Words with no <e>,< i >, or <y>after the <g>:	[j]:	[g]:
		<i>recognize</i>
		<i>goddess</i>
		<i>argue</i>
		<i>angle</i>
		<i>ignorance</i>
		<i>regret</i>
		<i>grower</i>
		<i>frog</i>
		<i>gleamed</i>
		<i>agriculture</i>
		<i>glimpse</i>
		<i>twig</i>
		<i>disgusted</i>

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 <e> , < i > , and <y>.

The letter <g>is called soft <g>when it spells the sound [j].

A soft <g>always has one of three letters right after it: <e> , < i > , or <y>.

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 <e> , < i > , or <y> after it. The soft <c>spells the sound [s].

6. Soft <c>and <g>always have the letters <e> , < i > , or <y> after them.

7. Combine these free stems and suffixes. Watch for cases of twinning and final <e>deletion:

TABLE 6.24:

Free Stem	+ Suffix	= Word
god + <i>d</i>	+ <i>ess</i>	= <i>goddess</i>
biologist	+ <i>s</i>	= <i>biologists</i>
disgust	+ <i>ing</i>	= <i>disgusting</i>
gold	+ <i>en</i>	= <i>golden</i>
gyp + <i>p</i>	+ <i>ing</i>	= <i>gypping</i>
intelligent	+ <i>iy</i>	= <i>intelligently</i>
legislat l	+ <i>or</i>	= <i>legislator</i>
ignor l	+ <i>ance</i>	= <i>ignorance</i>

Teaching Notes. The distinction between hard and soft <g>is a perfect historical parallel to that between hard and soft <c>. Notice that the two hard sounds, [k] and [g], are an unvoiced-voiced pair. That is, they are identical sounds except that [k] is unvoiced, [g] voiced. Both are pronounced well back in the mouth. Just as with hard and soft <c>, the distinction between hard and soft <g>arose from the influence of the following vowel on the pronunciation of the consonant sound being spelled by the <g>. Front vowels, usually spelled <e> , < i > , or <y>, tended to urge the pronunciation of the preceding consonant more towards the front of the mouth, so that [g] developed into [j].

This explanation is particularly true of words that came to English from or through Latin and French (exs: *gelatin*, *gender*, *general*, *genesis*, *genius*, *gentle*, *genuine*, *geography*, *germ*, *gesture*, *giant*, *gigantic*, *ginger*, *giraffe*, *gist*, *gymnasium*, *gypsum*). In native English words (exs: *geese*, *gild*, *girdle*) and in words from German and Scandinavian (exs: *get*, *geyser*, *gift*, *gill*, *girth*, *give*, *gear*), hard <g> is common before <e>, <i>, or <y>. The soft <g>, [j], by and large echoes developments in late Latin, when the consonant spelled <g> came to be pronounced [j] before front vowels, which were usually spelled with <e>, <i>, or <y>.

Item 2. The hard-soft distinction can help students keep straight the often-confused *angle* and *angel*. *Angel* has <g>= [j] because of the <e> immediately following, while *angle* has <g>= [g] because there is no <e>, <i>, or <y> immediately following.

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>? hard <g>

Do the words in the right column end with soft <g>or with hard <g>? soft <g>

Why are the <g>'s in the right column soft <g>'s? because they have an <e>following them

Why are the <g>'s in the left column hard <g>'s? because they do not have an <e>, <i>, or <y>following them

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 refuge and enrage

4. So far you've seen three different jobs that final <e>can do:

Final <e>can mark a preceding vowel as being long.

Final <e>can mark a preceding <c>as being soft (or pronounced [s]).

Final <e>can mark a preceding <g>as being soft (or pronounced [i]).

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

TABLE 6.25: Words in which final <e>. . .

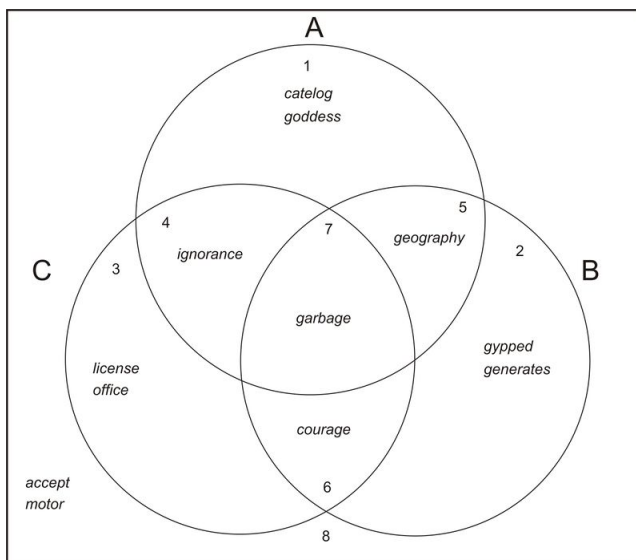
	marks a soft <c>or soft <g>:	does not mark a soft <c>or soft <g>:
Words in which final <e>marks a long vowel	<i>refuge</i> <i>enrage</i> <i>twice</i> <i>lace</i> <i>embrace</i> <i>price</i>	<i>legislate</i> <i>civilize</i> <i>recognize</i>
Words in which final <e>does not mark a long vowel	<i>ignorance</i> <i>college</i> <i>office</i> <i>courage</i> <i>challenge</i> <i>since</i> <i>charge</i> <i>urge</i> <i>intelligence</i>	<i>license</i> <i>expense</i>

6. A silent final <e>will mark a <g>right in front of it as being *soft* — that is, as spelling the sound [i]. 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 <e>, <i>, or <y>; you delete final <e>'s that mark long vowels when you add a suffix that starts with any vowel.

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 6.26:

Free Stem	+ Suffix	= New Word	Was a final <e>deleted?
cag é	+ ed	= caged	Yes
discourage	+ ment	= discouragement	No
urg é	+ ing	= urging	Yes
orang é	+ y	= orangy	Yes
challenge	+ s	= challenges	No
packag é	+ ing	= packaging	Yes
manage	+ able	= manageable	No
refug é	+ ee	= refugee	Yes
larg é	+ est	= largest	Yes
urg é	+ ency	= urgency	Yes
cag é	+ y	= cagy	Yes
marriage	+ able	= marriageable	No

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 6.27:

Word	= Free Stem	+ Suffix	Was a final <e>deleted?
largeness	= large	+ ness	No
orangy	= orang é	+ y	Yes
encouragement	= encourage	+ ment	No
urged	= urg é	+ ed	Yes
challenger	= challeng é	+ er	Yes
refuges	= refuge	+ s	No
discouraged	= discourag é	+ ed	Yes
marriages	= marriag é	+ s	No
manager	= manag é	+ er	Yes

4. You should have found that when the final <e> was deleted, the suffix started with one of three letters: <e>, <i>, or <y>.

Which three letters must always follow a soft <g>? <e>, <i>, and <y> .

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 <e>, <i>, or <y>; you delete a final <e> that is only marking a long vowel when you add a suffix that starts with any vowel

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 6.28:

Word	= Free Stem	+ Suffix
manageable	= <i>manage</i>	+ <i>able</i>
oranges	= <i>orange</i>	+ <i>s</i>
challenging	= <i>challenge</i>	+ <i>ing</i>
marriageable	= <i>marriage</i>	+ <i>able</i>
largest	= <i>large</i>	+ <i>est</i>

Teaching Notes. It is important that the students see that so far as deleting silent final <e> is concerned, the situation with soft <g> is just like that with soft <c>. Again, the two hard sounds, [k] and [g], are an unvoiced-voiced pair: [k] is unvoiced, [g] is voiced, and beyond that difference they are pronounced in exactly the same way, well back in the mouth. The development of the respective soft sounds, [s] and [j], was due to the tendency of front vowels immediately following the [k] and [g] to pull the point of pronunciation further forward in the mouth. This fronting, together with some other easing of the consonant sounds, led over the centuries to [s] and [j].

Item 2. The final <e> deletion in *refugee* also avoids the triplet <eee>. In English we avoid triplets, either vowels or consonants. Not all languages do so: In Tahitian, for instance, *faaahu* means “to clothe, dress” and contains four syllables. For more on the triplet constraint in English, see *AES*, p. 77.

6.16 Lesson Forty

Silent Final <e>and Stress

1. **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 <e>, <i>, or <y> you delete a final <e>that is only marking a long vowel when you add a suffix that starts with any *vowel*

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, [ā]. 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>: *decide*. 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: *engine*. 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:

míssile	cóllege	óffice	clímate	decíde
sérvice	dispúte	páckage	remóte	redúce
pássage	práctice	requíre	suppóse	áctive
nóctice	cóurage	súrface	mánage	púrpose

4. Now sort the words into this matrix:

TABLE 6.29:

	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:	<i>dispute</i> <i>require</i> <i>remote</i> <i>suppose</i> <i>decide</i> <i>reduce</i>	
Words in which the final <e>does not mark a long vowel:		<i>missile</i> <i>surface</i> <i>service</i> <i>climate</i> <i>passage</i> <i>manage</i> <i>notice</i> <i>active</i> <i>college</i> <i>purpose</i> <i>practice</i> <i>courage</i> <i>office</i> <i>package</i>

5. A silent final <e>only marks a long vowel if the final vowel sound in the word has strong stress.

Teaching Notes

Item 3. You may want to review the teaching notes for Lesson 19, which introduces the distinction between weak and strong stress. *Missile* has a variant pronunciation, usually British, with stress on the second < i > , which is pronounced [i].

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 6.30:

Word	= Free Stem	+ Suffix	Was final <e>deleted?
climatic	= climat ϕ	+ ic	Yes
required	= requir ϕ	+ ed	Yes
practicing	= practic ϕ	+ ing	Yes
cultured	= cultur ϕ	+ ed	Yes
serviced	= servic ϕ	+ ed	Yes
surfacing	= surfac ϕ	+ ing	Yes

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 6.31:

Free Stem	+ Suffix	= New Word	Was a final <e>deleted?
remot ϕ	+ est	= remotest	Yes
manag ϕ	+ er	= manager	Yes
activ ϕ	+ ist	= activist	Yes
offic ϕ	+ er	= officer	Yes
manage	+ able	= manageable	No
active	+ ly	= actively	No
courage	+ ous	= courageous	No
orang ϕ	+ y	= orangy	Yes
cultur ϕ	+ al	= cultural	Yes
examin ϕ	+ er	= examiner	Yes
passage	+ s	= passages	No
agricultur ϕ	+ al	= agricultural	Yes
packag ϕ	+ ed	= packaged	Yes
practic ϕ	+ es	= practices	Yes
notice	+ able	= noticeable	No
servic ϕ	+ ing	= servicing	Yes
encourag ϕ	+ ing	= encouraging	Yes

TABLE 6.31: (continued)

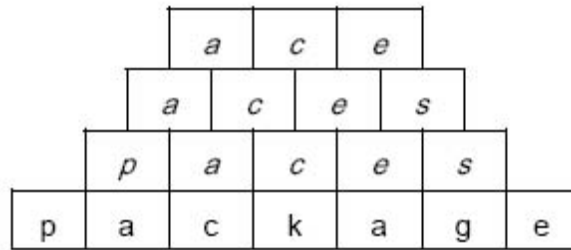
Free Stem	+ Suffix	= New Word	Was a final <e>deleted?
notic e	+ ed	= <i>noticed</i>	Yes
licens e	+ es	= <i>licenses</i>	Yes

3. Now we can make our Silent Final <e>Deletion Rule more simple and strong:

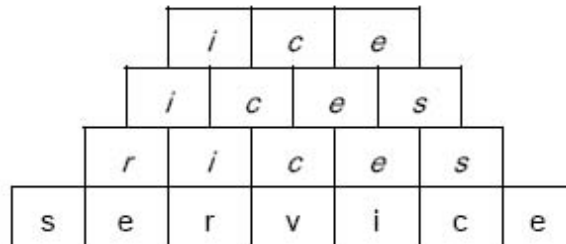
Silent Final <e>Deletion Rule. You delete a silent final <e> that marks a *soft <c>* or a *soft <g>* when you add a suffix that starts with <e>, <i>, or <y>; you delete any other silent final <e> whenever you add a suffix that starts with any vowel



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>:



Teaching Notes.

Pyramids. **Package** contains the following words with a soft <c> or soft <g>: 5-letters: *apace, cages, paces, pages*; 4-letters: *cage, pace, page, aces, ages*; 3-letters: *ace, age*. **Service** contains the following: 5-letters: *rices, vices*; 4-letters: *ices, rice, vice*; 3-letters: *ice*

6.18 Lesson Forty-two

Test Five

TABLE 6.32:

Words

1. *colleges*
2. *noticed*
3. *challenger*
4. *activist*
5. *packaging*
6. *ignorance*
7. *legislator*
8. *manageable*
9. *agriculture*
10. *intelligence*

Analysis

- [j] = <g> Free stem + suffix = college + s
 [s] = <c> Free stem + suffix = notic + ed
 [r] = <er> Free stem + suffix = challeng + er
 [k] = <c> Free stem + suffix = activ + ist
 [k] = <ck> Free stem + suffix = packag + ing
 [g] = <g>, [s] = <c>
 [j] = <g>, [s] = <s>, [r] = <or>
 [n] = <n>, [j] = <g>
 [g] = <g>, [k] = <c>
 [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 freebase.

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 free base .

A base that cannot stand free as a word is called a bound base .

A stem that is also a word is called a free stem.

A stem that is not a word is called a bound stem.

3. In the word *respect* the prefix is *re-*. What is the base? spect Is this a bound base or a free base? a bound 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? duce

Is the base bound or free? bound. 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? intercept. Is it a bound or a free stem? free stem Now if you take the prefix *inter-* away from *intercept*, what is the base that is left? cept. Is this base bound or free? bound

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? mote

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:

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:

remotemotorpromotedemotemotion**TABLE 6.33:**

Word	= Prefix	+ Bound Base	+ Suffix
prospecting	= <i>pro</i>	+ <i>spect</i>	+ <i>ing</i>
producer	= <i>pro</i>	+ <i>duc</i> ϕ	+ <i>er</i>
deception	= <i>de</i>	+ <i>cept</i>	+ <i>ion</i>
acceptable	= <i>ac</i>	+ <i>cept</i>	+ <i>able</i>
remotest	= <i>re</i>	+ <i>mot</i> ϕ	+ <i>est</i>
inspected	= <i>in</i>	+ <i>spect</i>	+ <i>ed</i>
introducing	= <i>intro</i>	+ <i>duc</i> ϕ	+ <i>ing</i>
conception	= <i>con</i>	+ <i>cept</i>	+ <i>ion</i>
promotion	= <i>pro</i>	+ <i>mot</i> ϕ	+ <i>ion</i>
exception	= <i>ex</i>	+ <i>cept</i>	+ <i>ion</i>
reduces	= <i>re</i>	+ <i>duc</i> ϕ	+ <i>es</i>
intercepted	= <i>inter</i>	+ <i>cept</i>	+ <i>ed</i>
demoted	= <i>de</i>	+ <i>mot</i> ϕ	+ <i>ed</i>
receptive	= <i>re</i>	+ <i>cept</i>	+ <i>ive</i>



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*.

TABLE 6.34:

Prefix				Bound Base			Suffix
<i>r</i>	<i>e</i>	<i>d</i>		<i>u</i>	<i>c</i>		<i>e</i>
				<i>duced</i>			<i>d</i>

Now try these:

TABLE 6.35:

Prefix				Bound Base			Suffix	
<i>r</i>	<i>e</i>	<i>s</i>	<i>p</i>	<i>e</i>	<i>c</i>	<i>t</i>	<i>e</i>	<i>d</i>
<i>respected</i>								

TABLE 6.36:

Prefix				Bound Base			Suffix	
<i>i</i>	<i>n</i>	<i>s</i>	<i>p</i>	<i>e</i>	<i>c</i>	<i>t</i>	<i>i</i>	<i>n</i>
<i>inspection</i>								

TABLE 6.37:

Prefix			Bound Base			
<i>r</i>	<i>e</i>	<i>d</i>	<i>u</i>	<i>c</i>	<i>e</i>	<i>e</i>
<i>reduce</i>						

TABLE 6.38:

	Bound Base			Suffix	
<i>m</i>	<i>o</i>	<i>t</i>	<i>i</i>	<i>o</i>	<i>n</i>
<i>motion</i>					

Teaching Notes. If students are confused by the two terms *base* and *stem*, it may be a good idea to review Lesson 5. As was said in the Teaching Notes to Book 1, Lesson 28, bound bases can be difficult and abstract for students. They are abstract because it is not always easy to see what meaning they are adding to their words. The meaning of the entire word easily overwhelms that of the bound base, and thus of any bound stems containing it. Most bound bases come from Latin or Greek, and knowing the original meaning of the Latin or Greek source can help. Although over the intervening centuries meanings can change enough that one cannot predict the modern meaning by simply adding up the Latin or Greek meanings, still there is always a connection. So it is worthwhile for students to notice bound bases, to have some sense of their root meanings, and to explore the logical connections between the root and the modern meanings. The more such connections the students can see, the less arbitrary their language is for them and the more they have by which to remember words and their spellings.

Item 1. *Discharge*: The prefix *dis-* can mean removal, and when you discharge something, you remove the charge from it.

Item 3. In the exercises that the students do in the *Basic Speller* whether a base is free or bound will be pretty easy to see. In more difficult or uncertain cases, the best advice is to look in the dictionary. Dictionaries do not list most bound bases, but they do list a special kind of bound base called a *combining form*. Combining forms combine with other free or bound bases and with affixes, usually suffixes. Unlike the bound bases we are talking about in this lesson, combining forms are still productive — that is, we still use them to create new words. So they tend to have meanings that are quite straightforward and accessible. Examples of combining forms are *mini*, as in *miniseries* or *tele* as in *telephone* or *television*. If you find your base listed as a combining form, it is what we are calling a bound base. If you find it listed as an independent word, it is a free base, or free stem. If you do not find it listed at all, you can assume that it is bound.

In *respect* the bound base *spect* comes from a Latin word that meant “to look.” You might have the students discuss

what looking has to do with the four *spect* words. Some *spect* words with special deletions: *aspect* (*ad*+*spect*) (for which see *AES*, pp. 77-78), *suspect* (*sub*+*spect*) (*AES*, pp. 78-79), *expect* (*ex*+*spect*). In Latin after *ex*-a stem-initial < s > was often deleted. The <x>spelled [ks], creating in stems that started with < s > the sound sequence [kss], which would quickly simplify to [ks], thus making the < s > redundant.

Item 4. *Introduce* analyzes to *intro*- “in, into” plus *duce* comes from “to lead, bring.” When you introduce something, you lead into it.

Item 5. *Intercept* analyzes to *inter*- “between” plus *cept* “take, seize.” When you intercept a pass in a football game, you take or seize it from between the passer and the person to whom it was thrown.

Item 6. *Promote* analyzes to *pro*- “forward” plus *mote* “move.” When you promote something, you move it forward. What does moving have to do with the other *mote* words?

Word Builder. In the example table notice that *induced* would also have fit. In the second table *inspected* would be a legitimate solution. In the fourth table other possible fits are *remote*, *induce*, and the rare *incept* and *recept* Word Builders might prove to be another good group activity, with one or more people looking up candidate words (and non-words) in the dictionary.

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 6.39:

Word	= Prefix	+ Bound Stem
require	= <i>re</i>	+ <i>quire</i>
accept	= <i>ac</i>	+ <i>cept</i>
promote	= <i>pro</i>	+ <i>mote</i>
disgust	= <i>dis</i>	+ <i>gust</i>
recess	= <i>re</i>	+ <i>cess</i>
dispute	= <i>dis</i>	+ <i>pute</i>

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 6.40:

Word	= Prefix	+ Bound Stem
deducing	= <i>de</i>	+ <i>ducing</i>
inspector	= <i>in</i>	+ <i>spector</i>
perceptive	= <i>per</i>	+ <i>ceptive</i>
demoted	= <i>de</i>	+ <i>moted</i>
induced	= <i>in</i>	+ <i>duced</i>
prospector	= <i>pro</i>	+ <i>spector</i>
disputing	= <i>dis</i>	+ <i>puting</i>
promotes	= <i>pro</i>	+ <i>motes</i>
requires	= <i>re</i>	+ <i>quires</i>
receptor	= <i>re</i>	+ <i>ceptor</i>

4. True or false:

1. A stem is the part of the word that is left when you take away a prefix or suffix. True.
2. A free stem can stand free as a word. True.
3. A bound stem cannot stand free as a word. True.
4. Some stems contain a base plus one or more prefixes or suffixes. True.
5. Some stems contain only a base. True.

**Watch the Middles!****TABLE 6.41:**

introduce	
PREFIX	BASE
intro	<i>duce</i>
<i>intro</i>	duce
<i>intro</i>	<i>duce</i>
<i>introduce</i>	

TABLE 6.42:

produce	
PREFIX	BASE
pro	<i>duce</i>
<i>pro</i>	duce
<i>pro</i>	<i>duce</i>
<i>produce</i>	

TABLE 6.43:

	prospector	
PREFIX	BASE	SUFFIX
pro	<i>spect</i>	<i>or</i>
<i>pro</i>	spect	<i>or</i>
<i>pro</i>	<i>spect</i>	or
<i>pro</i>	<i>spect</i>	<i>or</i>
	<i>prospector</i>	

TABLE 6.44:

	inspecting	
PREFIX	BASE	SUFFIX
in	<i>spect</i>	<i>ing</i>
<i>in</i>	spect	<i>ing</i>
<i>in</i>	<i>spect</i>	ing
<i>in</i>	<i>spect</i>	<i>ing</i>
	<i>inspecting</i>	

Teaching Notes.

Item 2. The bound base *gust* means “taste, relish.” There was once the word *gust* meaning “flavor, enjoyment,” but it is now archaic, so *gust* can be treated as a bound base. (Notice that we still have the related word *gusto*)

6.21 Lesson Forty-five

Twinning in Longer Words

1. **Twinning Rule:** Except for the letter <x>, you twin the final *consonant* of a word that has one vowel sound and ends *CVC* when you add a suffix that starts with a *vowel*.

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 6.45: Words with . . .

one vowel sound

twig
park
nerve
bunch
youth
gleam
perched
sued

two vowel sounds

forbid
retain
practice
retreat
conceal
major
assist
submit

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 6.46:

Word	= Free Stem	+ Suffix
forbidding	= <i>forbid</i> + <i>d</i>	+ <i>ing</i>
assisted	= <i>assist</i>	+ <i>ed</i>
committed	= <i>commit</i> + <i>t</i>	+ <i>ed</i>
revolting	= <i>revolt</i>	+ <i>ing</i>

TABLE 6.46: (continued)

Word	= Free Stem	+ Suffix
concealed	= <i>conceal</i>	+ <i>ed</i>
submitting	= <i>submit</i> + <i>t</i>	+ <i>ing</i>
disgusted	= <i>disgust</i>	+ <i>ed</i>
retainer	= <i>retain</i>	+ <i>er</i>
regretting	= <i>regret</i> + <i>t</i>	+ <i>ing</i>
retreated	= <i>retreat</i>	+ <i>ed</i>
referring	= <i>refer</i> + <i>r</i>	+ <i>ing</i>
unsnapped	= <i>unsnap</i> + <i>p</i>	+ <i>ed</i>

4. Now sort the free stems that you found in your analysis into these two groups:

TABLE 6.47: Free stems in which twinning...

occurred	did not occur
<i>forbid</i>	<i>assist</i>
<i>commit</i>	<i>revolt</i>
<i>submit</i>	<i>conceal</i>
<i>regret</i>	<i>disgust</i>
<i>refer</i>	<i>retain</i>
<i>unsnap</i>	<i>retreat</i>



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✓

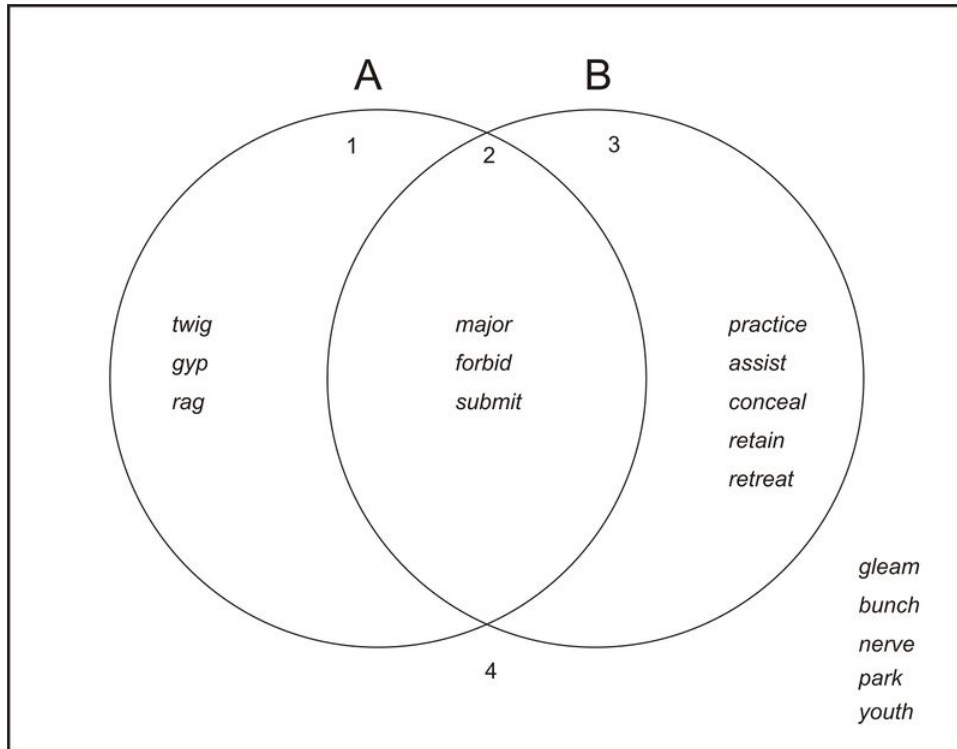
twig✓

forbid✓

nerve✓

retain✓

youth✓



Teaching Notes. In this lesson the students begin the analysis that will lead them in following lessons to a twinning rule that is good for stems of any length. The main addition to the rule they have already learned is that in stems with two or more vowel sounds there must be heavy stress on the stem's final vowel sound both before and after the suffix is added.

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, [U+0080] [U+0098] *c'* for consonants, as we have done with *forbid*

TABLE 6.48: Free stems in which . . .

twinning occurred:		twinning did not occur:	
forbid	regret	assist	disgust
<i>cvc</i>	<i>cvc</i>	<i>vcc</i>	<i>vcc</i>
commit	refer	revolt	retain
<i>cvc</i>	<i>cvc</i>	<i>vcc</i>	<i>vcc</i>
submit	untap	conceal	retreat
<i>cvc</i>	<i>cvc</i>	<i>vcc</i>	<i>vcc</i>

Sort the twelve stems into this matrix:

TABLE 6.49: Free stems that . . .

	end in CVC	do not end in CVC
Stems in which twinning occurred	<i>forbid</i> <i>commit</i> <i>submit</i> <i>regret</i> <i>refer</i> <i>untap</i>	
Stems in which twinning did not occur		<i>assist</i> <i>revolt</i> <i>conceal</i> <i>disgust</i> <i>retain</i> <i>retreat</i>

2. How many vowel sounds were there in each of the twelve stems? Two Did the stems in which twinning occurred end in CVC? Yes

3. You twin the final consonant of a free stem that has two vowel sounds only when the free stem ends CVC

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 6.50: (continued)

Word	= Free Stem	+ Suffix
-------------	--------------------	-----------------

TABLE 6.50:

Word	= Free Stem	+ Suffix
submitter	= <i>submit</i> + <i>t</i>	+ <i>er</i>
equipment	= <i>equip</i>	+ <i>ment</i>
forbids	= <i>forbid</i>	+ <i>s</i>
equipped	= <i>equip</i> + <i>p</i>	+ <i>ed</i>
zigzagged	= <i>zigzag</i> + <i>g</i>	+ <i>ed</i>
commits	= <i>commit</i>	+ <i>s</i>

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 6.51: Words in which . . .**twinning occurred***submitter**equipped**zigzagged***twinning did not occur***equipment**forbids**commits*

6. In the words in which twinning occurred, did the suffix start with a vowel or did it start with a consonant? A vowel

7. You twin the final consonant of a word with two vowel sounds when the word ends CVC and you add a suffix that starts with a vowel

Teaching Notes. The main point of this lesson is for the students to see that the same conditions prevail for twinning in free stems with two vowel sounds as prevail for free stems with only one vowel sound. So far the rule has not really been changed.

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 vowel and the word ends CVC.
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 6.52:

Word	= Free Stem	+ Suffix
murderer	= <i>murder</i>	+ <i>er</i>
forbidden	= <i>forbid + d</i>	+ <i>en</i>
centered	= <i>center</i>	+ <i>ed</i>
committed	= <i>commit + t</i>	+ <i>ed</i>
softener	= <i>soften</i>	+ <i>er</i>
regretted	= <i>regret + t</i>	+ <i>ed</i>

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 6.53: Free stems in which . . .

twinning did occur	twinning did not occur
<i>forbíd</i>	<i>múrder</i>
<i>commít</i>	<i>céner</i>
<i>regrét</i>	<i>sóften</i>

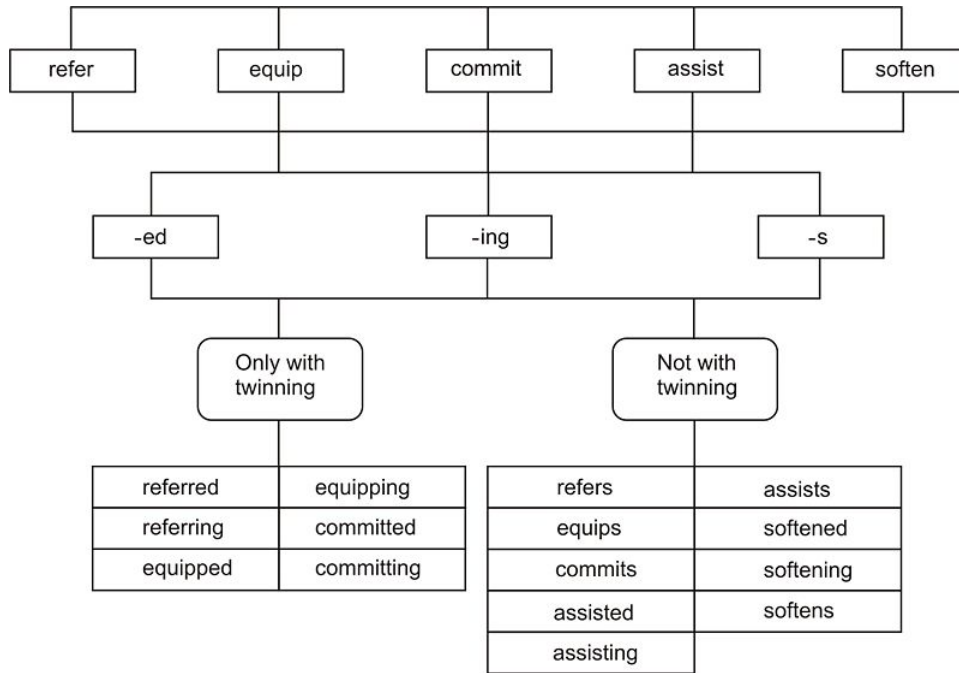
4. Now in the list above mark the strong stress in each of the six stems. For instance, you would mark *forbid* this way: *forbíd*.
5. Fill in the blanks with either *first* or *last*.

The stems in which twinning occurred have strong stress on the second (or last) vowel sound. The stems in which twinning did not occur have strong stress on the first 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 vowel and the word ends CVC and has strong stress on the second (or last) 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:



Teaching Notes. In American English we heed quite strictly the requirement that the final vowel of the stem be stressed. In British English the stress requirement is less strictly heeded, leading to variant spellings in which the first, without twinning after an unstressed vowel, is more typical of American English while the second, with such twinning, is more typical of British English: *canceled* vs. *cancelled*, *signaling* vs. *signalling*, *worshiper* vs. *worshipper*, etc. Since American usage is to require a stressed vowel before any twinning, we can prefer those variants with simple addition rather than twinning in such words, though the students should be warned to be on the alert for cases of twinning where their new twinning rule would not call for it. In *AES*, pp. 161-76 cover the twinning rule in considerable detail. Pages 165-72 in particular discuss the problems associated with stress.

Word Flow. A good follow-up to this Flow would be to ask why each of the nine words that flow out of the “Not with twinning” do not have twinning.

6.24 Lesson Forty-eight

Test Six

TABLE 6.54:

Words

1. *disgusted*
2. *refers*
3. *forbidden*
4. *exception*
5. *assisting*
6. *introduces*
7. *submitted*
8. *softener*
9. *committed*
10. *equipping*

Fill in the blanks

Prefix + Bound Stem + Suffix = dis + gust + ed

Prefix + Bound Stem + Suffix = re + fer + s

Free Stem + Suffix = forbid + d + en

Prefix + Bound Stem + Suffix = ex + cept + ion

Free Stem + Suffix = assist + ing

Prefix + Bound Stem + Suffix = intro + duce + s

Prefix + Bound Stem + Suffix = sub + mit + t + ed

Free Stem + Suffix = soften + er

Free Stem + Suffix = commit + t + ed

Free Stem + Suffix = equip + p + ing

CHAPTER 7**Teacher 04-Lesson 1-24****Chapter Outline**

- 7.1 LESSON ONE
 - 7.2 LESSON TWO
 - 7.3 LESSON THREE
 - 7.4 LESSON FOUR
 - 7.5 LESSON FIVE
 - 7.6 LESSON SIX
 - 7.7 LESSON SEVEN
 - 7.8 LESSON EIGHT
 - 7.9 LESSON NINE
 - 7.10 LESSON TEN
 - 7.11 LESSON ELEVEN
 - 7.12 LESSON TWELVE
 - 7.13 LESSON THIRTEEN
 - 7.14 LESSON FOURTEEN
 - 7.15 LESSON FIFTEEN
 - 7.16 LESSON SIXTEEN
 - 7.17 LESSON SEVENTEEN
 - 7.18 LESSON EIGHTEEN
 - 7.19 LESSON NINETEEN
 - 7.20 LESSON TWENTY
 - 7.21 LESSON TWENTY-ONE
 - 7.22 LESSON TWENTY-TWO
 - 7.23 LESSON TWENTY-THREE
 - 7.24 LESSON TWENTY-FOUR
-

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 <x>.
- ii. The stem ends with the pattern CVC
- iii. The suffix starts with a vowel
- iv. The stem has strong stress on the second (or final) 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	<i>prefer + ence</i>
attaching	<i>attach + ing</i>
permitted	<i>permit + t + ed</i>
<i>laborious</i>	labor + ious
murmuring	<i>murmur + ing</i>
forbidden	<i>forbid + d + en</i>
<i>referee</i>	refer + ee
avoided	<i>avoid + ed</i>
<i>equipment</i>	equip + ment
preferring	<i>prefer + r + ing</i>
poisonous	<i>poison + ous</i>
whispering	<i>whisper + ing</i>
regretted	<i>regret + t + ed</i>
<i>angelic</i>	angel + ic
enjoyed	<i>enjoy + ed</i>
relaxing	<i>relax + ing</i>

TABLE 7.1: (continued)

Word	Analysis: Free Stem + Suffix
<i>outtalked</i>	outtalk + ed
forgotten	<i>forgot</i> + <i>t</i> + <i>en</i>
dreaded	<i>dread</i> + <i>ed</i>
<i>allowance</i>	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
<i>preference</i>			✓	
<i>attaching</i>		✓		
<i>laborious</i>			✓	
<i>murmuring</i>			✓	
<i>referee</i>			✓	
<i>avoided</i>		✓		
<i>equipment</i>				✓
<i>poisonous</i>			✓	
<i>whispering</i>			✓	
<i>angelic</i>			✓	
<i>enjoyed</i>		✓		
<i>relaxing</i>	✓			
<i>outtalked</i>		✓		
<i>dreaded</i>		✓		
<i>allowance</i>		✓		

Teaching Notes.

The main point of this lesson is that all four of the conditions must be met for twinning to take place. If just one of the four is not met, twinning does not occur.

Items 2-3. Though it has nothing to do with twinning, be sure that the students get the two <t>s in *outtalked* due to simple addition: one for the *out*, one for the *talk*.

7.2 Lesson Two

Review of Long and Short Vowel Patterns

1. In each of the following words one of the vowels is marked 'v'. You are to mark the two letters after that vowel either 'v' or '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 'v' either 'v' or 'c':

agree ve	subdue ve	extreme vcv	forgot cvc	stubborn vcc
chapter vcc	broken vcv	hug cvc	equip cvc	canoe ve
dispute vcv	race vcv	combat cvc	whisper vcc	aspirin vcc
student vcv	vacation vcv	tiptoe ve	permit cvc	symptom vcc

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:

TABLE 7.3: Words with ...

	VCC:	CVC#	VCV:	Ve#:
Words with short first vowels in the pattern:	<i>chapter</i> <i>whisper</i> <i>stubborn</i> <i>aspirin</i> <i>symptom</i>	<i>hug</i> <i>combat</i> <i>forgot</i> <i>equip</i> <i>permit</i>		
Words with long first vowels in the pattern:			<i>dispute</i> <i>student</i> <i>broken</i> <i>race</i> <i>vacation</i> <i>extreme</i>	<i>agree</i> <i>subdue</i> <i>tiptoe</i> <i>canoe</i>

3. In the patterns VCC and CVC# the vowel will usually be short, and in the patterns VCV and Ve# 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 |

a	s	s	i ^v	s ^c	t ^c	a	n	t			
	u			u		g					
	b			c	o	r	r	e ^v	c ^c	t ^c	
	m			c		e ^v			o		
d	i ^v	e ^e	#	e ^v	v ^c	e ^e	n	i	n	g	
	t ^c			s ^c		#			t		
		#		s ^c	t	r	i ^v	k ^c	i ^v	n	g
									n		
					d	i	s	p	u ^v	t ^c	e ^v
									e ^e		
										#	

7.3 Lesson Three

The Suffix -ist

1. Earlier you saw that the suffix *-er* changes verbs into nouns with the meaning “one that does”:

teach + er = teacher (“one who teaches”)
 verb noun
 burn + er = burner (“one that burns”)
 verb noun

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:

harp + ist = harpist (“one who plays a harp”)
 noun noun
 reform + ist = reformist (“one who believes that things should be reformed”)
 verb noun
 pure + ist = purist (“one who believes that things should be pure”)
 adjective noun

2. Analyze each of the following nouns into its free stem and suffix:

TABLE 7.4:

Noun	= Free Stem	+ Suffix
harpist	= <i>harp</i>	+ <i>ist</i>
artist	= <i>art</i>	+ <i>ist</i>
orchardist	= <i>orchard</i>	+ <i>ist</i>
tourist	= <i>tour</i>	+ <i>ist</i>
humorist	= <i>humor</i>	+ <i>ist</i>
projectionist	= <i>projection</i>	+ <i>ist</i>
arsonist	= <i>arson</i>	+ <i>ist</i>
cartoonist	= <i>cartoon</i>	+ <i>ist</i>
conformist	= <i>conform</i>	+ <i>ist</i>
environmentalist	= <i>environmental</i>	+ <i>ist</i>

3. Add each of the stems and suffixes below to make nouns:

TABLE 7.5:

Stem	+ Suffix	= Noun
harp	+ ist	= <i>harpist</i>
real	+ ist	= <i>realist</i>
vacation	+ ist	= <i>vacationist</i>
final	+ ist	= <i>finalist</i>
illusion	+ ist	= <i>illusionist</i>
journal	+ ist	= <i>journalist</i>
motor	+ ist	= <i>motorist</i>
rac ϕ	+ ist	= <i>racist</i>
special	+ ist	= <i>specialist</i>
vocal	+ ist	= <i>vocalist</i>

4. The suffix *-ist* adds the meaning “one that works with, is connected with, or believes in” the thing referred to in the stem.

5. Analyze each of the following nouns into its free stem and suffix. Show any changes:

TABLE 7.6:

Noun	= Free Stem	+ Suffix
druggist	= <i>drug + g</i>	+ <i>ist</i>
bicyclist	= <i>bicyclϕ</i>	+ <i>ist</i>
extremist	= <i>extremϕ</i>	+ <i>ist</i>
typist	= <i>typϕ</i>	+ <i>ist</i>
environmentalist	= <i>environmental</i>	+ <i>ist</i>
projectionist	= <i>projection</i>	+ <i>ist</i>
specialist	= <i>special</i>	+ <i>ist</i>
receptionist	= <i>reception</i>	+ <i>ist</i>

Teaching Notes.

A word like *jurist* tells us something new about the <y>-to-<i> change: If we just added *-ist* to *jury* and changed the <y> to <i>, we would get two <i>'s in a row: *jury + ist = jury + i + ist = *juriist*. In English we avoid double <i>'s. We can double many letters — like <ee>, or <oo>, or <tt>, or <ss>, for instance - but we don't use <ii>. So instead of *juriist with <ii>, we just delete the <y>: *jury + ist = jury + ist = jurist* (The <ii> at the end of the state name *Hawaii* is due to the spelling system for the Hawaiian language, not English.)

7.4 Lesson Four

The Suffixes -ist and -est

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 7.7:

Word	= Stem	+ Suffix #1	+ Suffix #2
capitalist	= <i>capit</i>	+ <i>al</i>	+ <i>ist</i>
classicist	= <i>class</i>	+ <i>ic</i>	+ <i>ist</i>
vocalist	= <i>voc</i>	+ <i>al</i>	+ <i>ist</i>
socialist	= <i>soci</i>	+ <i>al</i>	+ <i>ist</i>
physicist	= <i>phys</i>	+ <i>ic</i>	+ <i>ist</i>
journalist	= <i>journal</i>	+ <i>al</i>	+ <i>ist</i>
publicist	= <i>publ</i>	+ <i>ic</i>	+ <i>ist</i>
environmentalist	= <i>environment</i>	+ <i>al</i>	+ <i>ist</i>
nationalist	= <i>nation</i>	+ <i>al</i>	+ <i>ist</i>
realist	= <i>re</i>	+ <i>al</i>	+ <i>ist</i>

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 7.8:

Stem	+ suffixes	= Word
capit	+ al + ist + ic + al + ly	= <i>capitalistically</i>
journal	+ al + ist + ic + al + ly	= <i>journalistically</i>
character	+ ist + ic + al + ly	= <i>characteristically</i>
agriculture	+ al + ist	= <i>agriculturalist</i>
colony + l	+ al + ist	= <i>colonialist</i>
fatal	+ al + ist + ic + al + ly	= <i>fatalistically</i>
nature	+ al + ist	= <i>naturalist</i>
re	+ al + ist + ic	= <i>realistic</i>
nation	+ al + ist + ic + al + ly	= <i>nationalistically</i>
mechan	+ ic + al	= <i>mechanical</i>
music	+ ic + al + ly	= <i>musically</i>

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 7.9:

Definition	Word
A person who writes novels	<i>novelist</i>
Most stubborn	<i>stubbornest</i>
One who is on a tour	<i>tourist</i>
Most real	<i>realest</i>
One who is on vacation	<i>vacationist</i>
One who sells drugs	<i>druggist</i>
Most cloudy	<i>cloudiest</i>
Most nice	<i>nicest</i>
One who believes in realism	<i>realist</i>
One who raises an orchard	<i>orchardist</i>
Most pure	<i>purest</i>
One who believes that things should be pure	<i>purist</i>
One who rides a bicycle	<i>bicyclist</i>
Most mean	<i>meanest</i>
One who plays the violin	<i>violinist</i>

Teaching Notes.

Item 1. Six of the stems in this table are bound bases, and one is a perhaps surprising free base. The six bound bases are *capit* “head, wealth”; *voc* “speak, voice, call”; *soci* “ally, companion, comrade”; *phys* “exist, grow”; *jour* “day, daily”; and *publ* “people.” The perhaps surprising free base is *re*. It derives from a Latin word meaning “thing, property.” Used as a preposition it means “in reference to,” but in words like *real* it carries its earlier sense of “thing”: If something is real, it is thing-y.

Item 2. Be sure the students catch the final <e>deletions and the <y>-to-<i> change.

7.5 Lesson Five

The Suffix -ize

1. The suffix *-ize* turns stems into verbs. The suffix *-ize* is related to *-ist* in a special way:

TABLE 7.10:

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 7.11:

Word	= Free Stem	+ Suffix or Suffixes
rationalized	= <i>ration</i>	+ <i>al + ize + ed</i>
rationalists	= <i>ration</i>	+ <i>al + ist + s</i>
vaporizer	= <i>vapor</i>	+ <i>ize + er</i>
criticizing	= <i>critic</i>	+ <i>ize + ing</i>
capitalists	= <i>capital</i>	+ <i>ist + s</i>
capitalize	= <i>capital</i>	+ <i>ize</i>
naturalized	= <i>nature</i>	+ <i>al + ize + ed</i>
naturalists	= <i>nature</i>	+ <i>al + ist + s</i>
itemizing	= <i>item</i>	+ <i>ize + ing</i>
realizing	= <i>real</i>	+ <i>ize + ing</i>
realist	= <i>real</i>	+ <i>ist</i>
characterizes	= <i>character</i>	+ <i>ize + es</i>
civilized	= <i>civil</i>	+ <i>ize + ed</i>
victimize	= <i>victim</i>	+ <i>ize</i>
formalized	= <i>form</i>	+ <i>al + ize + ed</i>
specialize	= <i>special</i>	+ <i>ize</i>

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 ^{historically} ~~historicaly~~. The word *Egypt* came first. It is a very old word that goes back to ancient Egyptian times. Then, five hundred years ago when a lot of dark-^{skinned} ~~skined~~ people moved into Europe ~~Egypt~~ from Asia, many thought them to be from ^{Egypt} ~~Egypt~~, so they were called *gypsies*. Then because many thought that gypsies often cheated people, their name was shortened to *gypped* stand for a certain kind of cheat: a *gyp*. Many people thought that gypsies ^{gypped} ~~gypped~~ people.

b. The Greeks believed that there were nine goddesses who were in charge of the arts. These nine ^{artistic goddesses} ~~artistic goddesses~~ were called muses. If you add the suffix *-ic* to the word *muse*, you get *music*: *mus* + *ic* = *music*. Music is the art of the muses. The same base *muse* is also in the word *museum*: *mus* + *eum* = *museum*. A museum was a place for the muses. So when you attend a ^{musical} ~~musical~~ concert or look at an exhibit in an art museum, you can thank the nine ^{Greek} ~~Greek~~ muses.

Teaching Notes.

The suffix *-ize* is very common and still productive in English. British English often has *-ise* where American English has *-ize*, as in *civilise* vs. *civilize*.

7.6 Lesson Six

The Diphthong

1. A **diphthong** runs together two vowel sounds. In the diphthong [ou] the two sounds are [o] and [u]. 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 [ou]:

acc <u>ou</u> nt	gr <u>ou</u> nd	rou <u>nd</u>	th <u>ou</u> sand
pow <u>er</u> ful	am <u>ou</u> nt	cl <u>ou</u> dy	v <u>ow</u> el
mo <u>u</u> th	do <u>wn</u> town	cro <u>wd</u> ed	mo <u>un</u> tain
fl <u>ow</u> er	ho <u>w</u> ever	do <u>u</u> bt	all <u>ow</u> ance

3. Now sort these sixteen words into these two groups:

TABLE 7.12: Words in which

<ou>

account
mouth
ground
amount
round

cloudy
doubt
thousand
mountain

<ow>

powerful
flower
downtown
however

crowded
vowel
allowance



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 diphthong [ou], and in the Squares we have written in the letters that spell the [ou] sound.

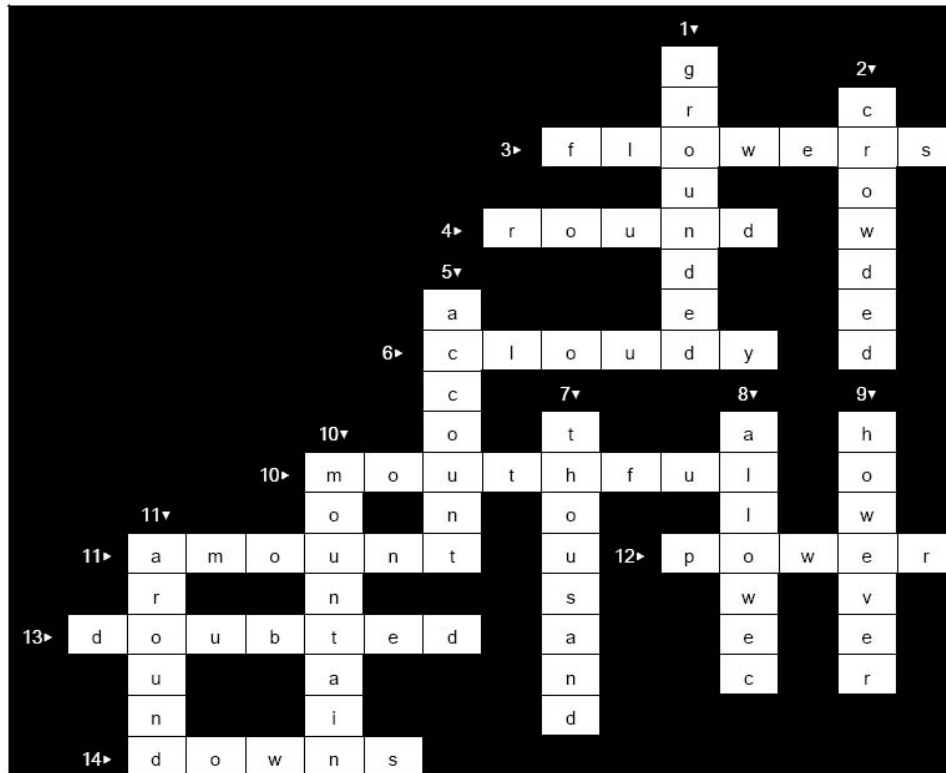
Columns: ▼

1. redugond = grounded
2. dworced = crowded
5. cutcoan = account
7. shadnuto = thousand
8. walldoe = allowed

- 9. herevow = however
- 10. outinman = mouthful
- 11. dranou = amount

Rows:►

- 3. rewolf = flowers
- 4. rudon = round
- 6. coylud = cloudy
- 10. humotluf = mountain
- 11. manout = around
- 12. prewo = power
- 13. dobudet = doubted
- 14. swond = downs



Teaching Notes.

In the *Basic Speller* we recognize only two diphthongs, [ou] and [oi]. Technically the sound we symbolize [i], long < i >, is a diphthong, which could be symbolized [oē]: If you say “ah” and “ee”, running the two together, you get a sound like [i]. And people who speak various dialects with various personal accents often diphthongize other vowels. But we will work with just the two, [ou] and [oi].

The diphthong [ou] is spelled <ou>about twice as often as it is spelled <ow>. There is some overlap between the two, but <ow>usually occurs at the end of words and before vowels. For more on the spelling of [ou], see *AES*, pp. 303-06, where it is symbolized [aü].

Item 1. For the record, we also have the words *monophthong* and *triphthong*, which refer, respectively, to one and three vowel sounds.

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:

en <u>joy</u>	mo <u>isten</u>	to <u>ilet</u>	so <u>iled</u>
jo <u>ys</u>	po <u>inted</u>	ro <u>yal</u>	lo <u>yalty</u>
o <u>il</u>	bo <u>il</u>	vo <u>yage</u>	po <u>ison</u>
to <u>ying</u>	co <u>in</u>	vo <u>ice</u>	de <u>stroy</u>

2. Sort the sixteen words into these two groups:

TABLE 7.13: Words in which [oi] is spelled...

<oi>		<oy>	
<i>oil</i>	<i>toilet</i>	<i>enjoy</i>	<i>voyage</i>
<i>moisten</i>	<i>voice</i>	<i>joys</i>	<i>loyalty</i>
<i>pointed</i>	<i>soiled</i>	<i>toying</i>	<i>destroy</i>
<i>boil</i>	<i>poison</i>	<i>royal</i>	
<i>coin</i>			

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+â[U+0080][U+0098]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*.

TABLE 7.14: Words with [oi]...

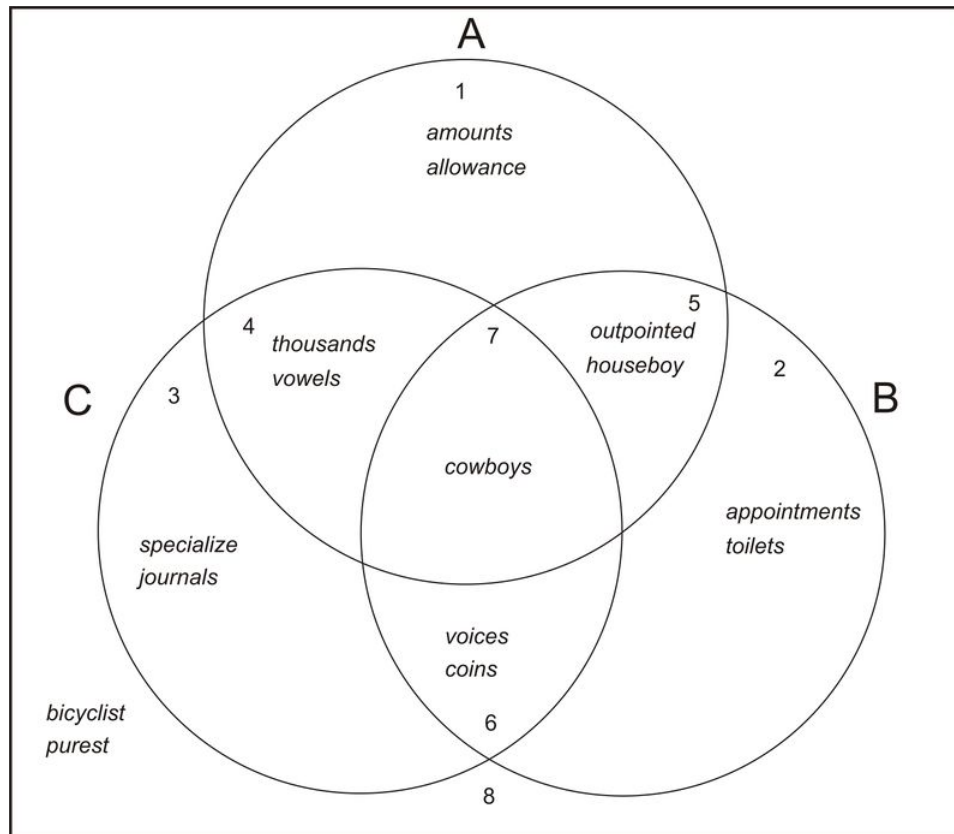
	at the end of the element	not at the end of the element
Words with [oi] spelled <oy>	<i>enjoyment</i> <i>joyfully</i> <i>boy's</i> <i>royal</i> <i>voyage</i> <i>loyalty</i> <i>destroyer</i>	
Words with [oi] spelled <oi>		<i>boil</i> <i>unsoiled</i> <i>joining</i> <i>choices</i> <i>oily</i> <i>coin</i> <i>voicelessly</i> <i>toilet</i> <i>pointless</i> <i>appointment</i> <i>spoiled</i> <i>avoid</i> <i>poison</i>

5. **How Do You Spell [oi]?** When the sound [oi] comes at the very end of an element, it is spelled <oy>; everywhere else it is spelled <oi>.



Word Venn. In circle A put only words that contain the sound [ou]. In circle B put only words that contain the sound [oi]. In circle C put only words that contain the sound [z]:

- | | | | |
|---------------|-------------|------------|------------|
| amounts✓ | vowels✓ | bicyclist✓ | coins✓ |
| outpointed✓ | voices✓ | purest✓ | journals✓ |
| appointments✓ | allowance✓ | toilets✓ | thousands✓ |
| cowboys✓ | specialize✓ | houseboy✓ | |



Teaching Notes.

Item 3. The free base *toil* originally meant “web, weaving.” It is our free base *toil* “net, trap,” as in “They were caught in the wicked villain’s toils.” The evolution of our current sense of *toilet* is complex: Originally *toilet* meant “little cloth”; it was used to refer to the cloth used to keep toilet articles clean. Then it transferred to the table on which the articles were kept, then to the act of adorning oneself, then to the room in which the toilet took place, then to our current senses. The base *roy* “king” occurs also in *royalty* *viceroys*. Folk etymology has taken *corduroy* to mean “cord, or cloth, of the king,” though *corduroy* has nothing to do with France or French.

Item 5. That is a good rule for spelling [oi]. The only common words that don’t fit it are *oyster* and *gargoyle*. *Oyster*, with the <oy>spelling at the front rather than the end of the element, was earlier spelled <oister>, which did fit the rule. We don’t really know why the spelling was changed. *Gargoyle*, with the <oy>spelling in the middle of the element, was once spelled <oi>(and several other ways!). Again, we don’t know why the <oy>spelling became standard.

For more on the history and spelling of [oi], see *AES*, pp. 301-03.

7.8 Lesson Eight

Test One

TABLE 7.15:

Words

1. *vowels*
2. *voiced*
3. *druggist*
4. *toilet*
5. *purest*
6. *thousands*
7. *bicyclist*
8. *journalist*
9. *purist*
10. *specialized*

Analysis

[oʊ] = <ow>, [z] = <s>
 [oi] = <oi>, [s] = <c>
 [u] = <u>, [g] = <gg> Free stem + suffix = *drug* + *g*
 + *ist*
 [oi] = <oi>, [l] = <l>
 [s] = <s> Free stem + suffix = *puré* + *est*
 [ou] = <ou>, [ɪ] = <a> [z] = <s>
 [i] = <i>, Free stem + suffix = *bicyclé* + *ist*
 [ʊr] = <our> Free stem + suffix = *journal* + *ist*
 Free stem + suffix = *puré* + *ist*
 Free stem + suffix #1 + suffix #2 = *special* + *izé* + *ed*

7.9 Lesson Nine

Review of [ɪ] and [ʊ]

1. In the following words, underline the letters that spell schwa, [ɪ]. Double underline the letters that spell short < u >, [ʊ]. Then sort the sixteen words into the matrix:

<u>a</u> d <u>u</u> st	<u>u</u> mm <u>o</u> n	pr <u>o</u> duce	<u>o</u> u <u>g</u> h <u>e</u> n
loy <u>a</u> lty	joy <u>u</u> lly	<u>a</u> ccount	roy <u>a</u> l
pois <u>o</u> n	thous <u>u</u> nd	spoiled	<u>a</u> llowed
downt <u>o</u> wn	t <u>o</u> ngue	mount <u>u</u> in	club <u>u</u> house

2. Sort the words into this matrix:

TABLE 7.16: Words with ...

Words with [ʊ]:	[ɪ]: <i>adjust</i> <i>summon</i> <i>toughen</i>	no[ɪ]: <i>tongue</i> <i>clubhouse</i>
Words with no [ʊ]:	<i>loyalty</i> <i>poison</i> <i>joyfully</i> <i>thousand</i> <i>produce</i> <i>account</i> <i>mountain</i> <i>royal</i> <i>allowed</i>	<i>downtown</i> <i>spoiled</i>

2. Three ways to spell [ʊ] are < u >, <ou>, and <o>.

3. List all the different ways you found in the sixteen words to spell schwa: < a >, <o>, <e>, < u >, <ai>



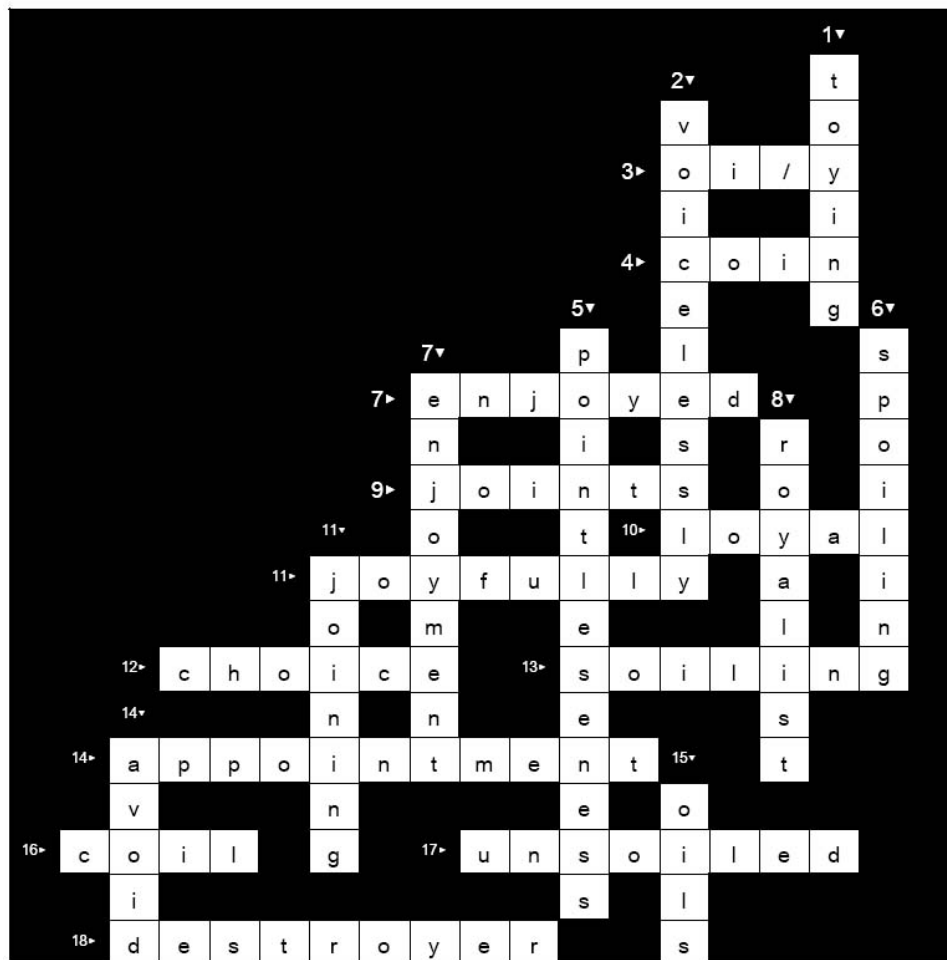
Word Squambles. This Squambles is made up of words that contain the sound [oi]. We've given you a bit of a start. Unscramble the easy words first and enter them into the squares. That will give you some clues to help you with the harder ones. As you enter each word into the squares, check it off the list:

TABLE 7.17:

Rows		Columns	
3. yilo ✓	<i>oily</i>	1. yointg	<i>toying</i>

TABLE 7.17: (continued)

Rows		Columns	
4. nico	<i>coin</i>	2. slycoilvese	<i>voicelessly</i>
7. noyjeed	<i>enjoyed</i>	5. eeioInnpssst	<i>pointlessness</i>
9. stinjo	<i>joints</i>	6. plingios	<i>spoiling</i>
10. aloly	<i>loyal</i>	7. entoymenj	<i>enjoyment</i>
11. fuylyjol	<i>joyfully</i>	8. toysalir	<i>royalist</i>
12. hecoic	<i>choice</i>	11. noijnig	<i>joining</i>
13. noislig	<i>soiling</i>	14. ovoid	<i>avoid</i>
14. paintmopent	<i>appointment</i>	15. silo	<i>oils</i>
15. loci	<i>coil</i>		
17. noisdule	<i>unsoiled</i>		
18. reredtoys	<i>destroyer</i>		



Teaching Notes.

Item 1. We are taking *produce* here as the verb, with stress on the second vowel. If it is taken as the noun, with stress on the first vowel, then there is no schwa and no [u] in it, and it would go into the lower right square in the matrix.

Tongue can be a very difficult word for spellers. You might remind the students that <o>is a fairly common spelling of [u]: *front, among, brother, comfort, confront, monkey, month, mother, nothing, smother, sponge, wonder*, etc. This <o>spelling of [u] is due to a feature of handwriting in the Middle Ages: Several different letters were composed of combinations of single vertical pen strokes called minims. A minim looked something like this: *f*. The letter < u >

consisted of two minims, ꝛꝛ. So did the letter <n>, ꝛꝛ. The letter <i> was ꝛ. The letter <m> was ꝛꝛꝛ. Since they tended back then to crowd the letters and words together, there could be interpretation problems with words that contained sequences of two or more letters that consisted of minims. For instance, the word *minim* would be something like ꝛꝛꝛꝛ ꝛꝛꝛꝛ ꝛꝛ. Since <u> consisted of two minims but <o> did not, the convention arose of changing <u> to <o> when it was close to other minim letters. *Tongue*, for instance, was spelled *tunge* in Old English, and the <u> was apparently changed to <o> to avoid the string of four minims in <un>: ꝛꝛꝛꝛ.

If you were to leave out the <u> in *tongue*, you would get **tonge*, which looks as if it should be pronounced with a soft <g>, [j], like *sponge*. The <u> can be said to insulate the <g> from the <e>. That, alas, leaves unexplained the continuing presence of the <e>. (For more on *tongue*, see *AES*, p. 437.)

Squambles. You may want to warn the students that the word in row 10 is not *alloy* and that the word in column 15 is not *soil*. The letters are there to spell *alloy* and *soil*, but they will not work in the squares.

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

TABLE 7.18: Words that contain. . .

[ur]		[r]	
<i>early</i>	<i>serve</i>	<i>humorist</i>	<i>former</i>
<i>occurred</i>	<i>worse</i>	<i>voyager</i>	<i>labor</i>
<i>reserve</i>	<i>worship</i>		
<i>journalist</i>	<i>tourist</i>		

TABLE 7.19: Words that contain...

[ū]		[yū]	[û]
<i>statue</i>	<i>choose</i>	<i>humorist</i>	<i>wood</i>
<i>produce</i>	<i>prove</i>	<i>continue</i>	<i>woolen</i>
<i>canoe</i>	<i>include</i>	<i>musically</i>	<i>should</i>
<i>lose</i>		<i>argue</i>	

TABLE 7.20: Words that contain...

[u]:	[oi]:	[ou]
<i>love</i>	<i>voyager</i>	<i>allowed</i>
<i>druggist</i>	<i>voice</i>	<i>thousand</i>
	<i>poison</i>	<i>mountain</i>

2. Fill in the blanks:

TABLE 7.21:

Name of the sound:	Written symbol of the sound:	Word that contains the sound:
Short < u >	[u]	just
Dotted < u >	[û]	Answers will vary.
Long <oo>	[û]	Answers will vary
Long <yu>	[yû]	cute
Schwa	[]	Answers will vary



Watch the Middles!

TABLE 7.22:

	journalist	
journ	al	ist
<i>journ</i>	al	<i>ist</i>
<i>journ</i>	al	ist
<i>journ</i>	al	<i>ist</i>
	journalist	

TABLE 7.23:

	allowed	
al	low	ed
<i>al</i>	low	<i>ed</i>
<i>al</i>	low	ed
<i>al</i>	low	<i>ed</i>
	allowed	

7.11 Lesson Eleven

The Prefix Ad-

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> : *ad* + *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 7.24:

Words	= Prefix	+ Stem
adventure	= <i>ad</i>	+ <i>venture</i>
appoint	= <i>ad</i> + <i>p</i> ;	+ <i>point</i>
approve	= <i>ad</i> + <i>p</i> ;	+ <i>prove</i>
adverb	= <i>ad</i>	+ <i>verb</i>
apply	= <i>ad</i> + <i>p</i>	+ <i>ply</i>
acclaim	= <i>ad</i> + <i>c</i>	+ <i>claim</i>
adjust	= <i>ad</i>	+ <i>just</i>
account	= <i>ad</i> + <i>c</i>	+ <i>count</i>
attack	= <i>ad</i> + <i>t</i>	+ <i>tack</i>
advantage	= <i>ad</i>	+ <i>vantage</i>
allow	= <i>ad</i> + <i>l</i>	+ <i>low</i>
advertise	= <i>ad</i>	+ <i>vertise</i>
assist	= <i>ad</i> + <i>s</i>	+ <i>sist</i>
attend	= <i>ad</i> + <i>t</i>	+ <i>tend</i>

3. Now sort the words in the Words column into these two groups:

TABLE 7.25: Words in which the <d>in

stayed <d>:

adventure

was replaced with a different letter:

appoint

attack

TABLE 7.25: (continued)

stayed <d>:

adverb
adjust
advantage
advertise

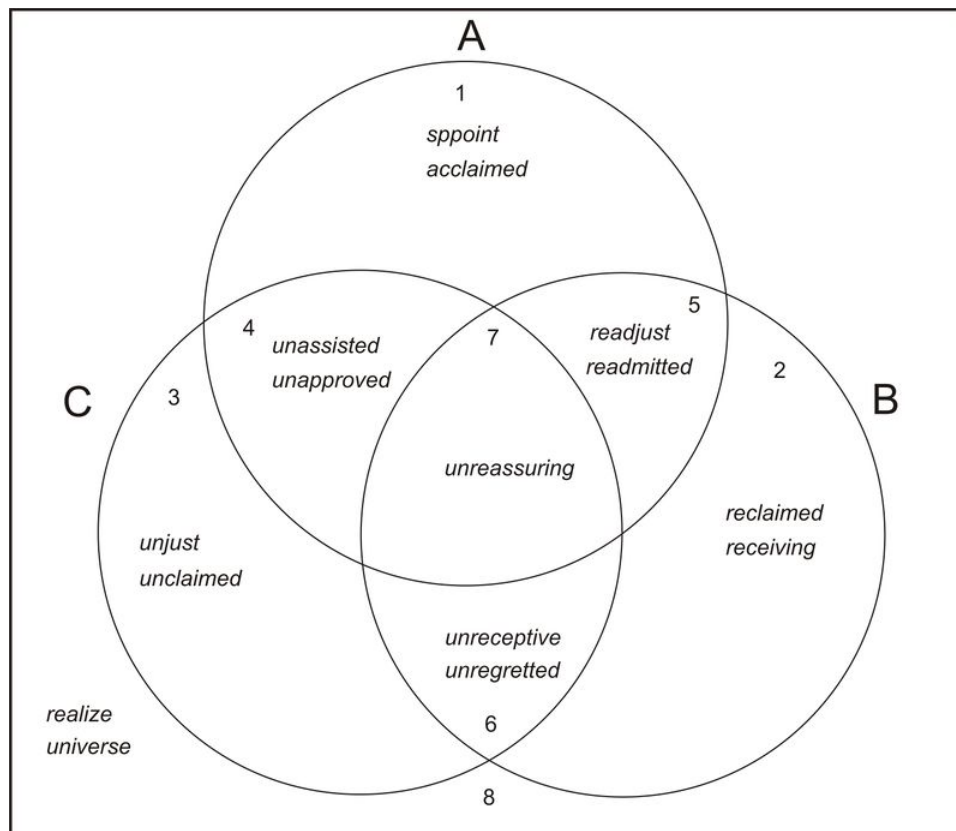
was replaced with a different letter:

<i>approve</i>	<i>allow</i>
<i>apply</i>	<i>assist</i>
<i>acclaim</i>	<i>attend</i>
<i>account</i>	



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✓

**Teaching Notes.**

Item 1. This lesson is the second example of the third of the three kinds of change that can preempt the Rule of Simple Addition: replacement. The first example was the <y>-to-< i > replacement. The students studied the first

two kinds of changes, addition and deletion, in their work with twinning and final <e>deletion. The replacement of the <d> in *ad-* with some other consonant is due to a process called **assimilation**, as the students will learn in the next lesson.

The main objective of the work with assimilated prefixes is to help students recognize the various forms a prefix like *ad-* takes and to understand when and why the changes in form occur. This recognition can help the students see a unity - and thus a simplification - in the language where to the uninformed eye there would be just meaningless complexity with no unity or pattern at all. At a more particular and practical level, work with assimilated prefixes like *ad-* can help with two spelling problems:

First, it can help students anticipate and remember the double consonants in words like *apply* and *attack*. We often use double consonants to mark stressed short vowels in VCC strings, but we seldom have double consonants that are preceded by unstressed schwa. The vowels in assimilated prefixes are the major case where schwa occurs right before a double consonant. Just as the twinning rule explains the presence of double consonants at the end of many stems, the assimilation of prefixes explains their presence at the front.

The second way work with assimilated prefixes can help is with the schwa itself: If students can identify the prefixes in words, they are in a better position to know which vowel letter spells the schwa that is normal in those prefixes. For instance, the schwa heard in the many forms of *ad-* is always going to be spelled < a >.

Item 2. Students may ask about the stems and bases in this table. Since much of our concern in this program is to help students see connections and patterns among words, questions such as “Is the *point* in *appoint* the same as the *point* when you point your finger at someone?” are valuable questions indeed. The prefix *ad-* means, literally, “to, towards.” In most of the old Latin words in which it appears, *ad-*’s meaning can be hard to make out. In some cases, though, a meaning can be retrieved: Since adverbs modify verbs, they are, in a sense, directed towards verbs *ad+verb*. In *advertise* the base *vert* means “turn,” and when you advertise, you do in a way try to turn someone towards the thing you are advertising. And you can feel a sense of “to, towards” in words like *acclaim* and *appoint*, the latter of which does contain the free base *point*.

7.12 Lesson Twelve

Sometimes Ad- Assimilates

1. Here are nine words in which the <d>in *ad-* changes to a different letter:

attend	apply	account	arrange
approve	acclaim	attach	assist
arrest	allegiance	allowance	assembly

Sort these twelve words into these six groups:

TABLE 7.26: Words in which the <d>is replaced with a

<c>	<l>	<p>	<r>	<s>	<t>
<i>acclaim</i>	<i>allegiance</i>	<i>approve</i>	<i>arrest</i>	<i>assist</i>	<i>attend</i>
<i>account</i>	<i>allowance</i>	<i>apply</i>	<i>arrange</i>	<i>assembly</i>	<i>attach</i>

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 word 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. It would be a little hard to say things like **adsist* or **adcount*. We could say them, but it is easier to say them 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.

Teaching Notes.

Assimilation is one result of the much more general tendency of speakers to make words easier to pronounce. The assimilations of prefixes like *ad-* all took place centuries ago, in Latin. However, the process of assimilation and other simplifications go on around us all the time. If you listen carefully, you will hear that most of the time people pronounce a word like *input* with an [m] rather than the [n] suggested by the spelling. The reason is that [m] and [p] are both pronounced out at the lips while [n] is pronounced with the tongue up in back of the upper teeth. It’s a shorter move in the mouth from [m] to [p] than it is from [n] to [p], so [np] becomes [mp]. If the assimilation were to persist as it did with some older words like *important* and *impulse*, the spelling of *input* would change to <imput>. (*Webster’s Third International* actually shows an alternate pronunciation with [m], and even an alternate spelling with <m>! The older and more conservative *Webster’s Second* allows no alternates with [m] or <m>.)

A number of other simplifications occur quite regularly: For instance, practically no one really pronounces the <d>in

grandfather or *handkerchief*; the clusters [ndf] and [ndk] are such mouthfuls that we simplify them to [nf] and [nk] or [ŋk]. In a somewhat similar way, most people pronounce *cents* and *sense* so that they are a perfect rhyme; the <t> gets very little, if any, force in the pronunciation. A similar example is the pronunciation of *pumpkin* as if it were spelled <punkin>. Unfortunately, though such changes make pronunciation easier, they can make spelling more complicated.

The point of these examples is that assimilation is not some strange and technical thing that happened centuries ago but happens no more. It is going on all the time, as well as other changes to pronunciation that are also simplifications. It is all part of humans' insistence on simplifying things, and our language's inevitable and irresistible tendency to change and simplify. It is our somewhat melancholy job as teachers to try to slow down that change and simplification as we correct our students' use of the language. In a certain sense we are being paid to delay the often inevitable!

Item 1. The base of *arrest* is the free base *rest* "stand still." It occurs in *restive* and in the free base *rest* that means "remainder." Oddly it is not related to the free base *rest* that means "repose, cessation of work." It actually combines the prefix *re-* plus the <st> from the stem that underlies such words as *stand*, *distance*, *obstacle* and many, many others, but we treat it now as a single element.

The story of the bound base *leg* in *allegiance* is complicated. Basically, it derives from the word *liege*, which means both master and servant. It occurs only in *allegiance* and can be said to mean something like "service."

The free base *count* occurs also in *discount* and *recount*. It derives from the Latin word *computāre*, which also produced our word *compute* (com + pute). The bound base *pute* "prune, cut, count, consider" is the same as that in *dispute*, *repute*, and *amputate*.

7.13 Lesson Thirteen

More Words With Ad-

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 7.27:

Word	= Prefix	+ Stem
assign	= <i>ad</i> + <i>s</i>	+ <i>sign</i>
allow	= <i>ad</i> + <i>l</i>	+ <i>low</i>
address	= <i>ad</i>	+ <i>dress</i>
affect	= <i>ad</i> + <i>f</i>	+ <i>fect</i>
assort	= <i>ad</i> + <i>s</i>	+ <i>sort</i>
adjective	= <i>ad</i>	+ <i>jective</i>
allegiance	= <i>ad</i> + <i>l</i>	+ <i>legiance</i>
admire	= <i>ad</i>	+ <i>mire</i>
accompany	= <i>ad</i> + <i>c</i>	+ <i>company</i>
appearance	= <i>ad</i> + <i>p</i>	+ <i>pearance</i>
adopt	= <i>ad</i>	+ <i>opt</i>
arrive	= <i>ad</i> + <i>r</i>	+ <i>rive</i>
attempt	= <i>ad</i> + <i>t</i>	+ <i>tempt</i>
advice	= <i>ad</i>	+ <i>vice</i>
attention	= <i>ad</i> + <i>t</i>	+ <i>tention</i>
accident	= <i>ad</i> + <i>c</i>	+ <i>cident</i>
announce	= <i>ad</i> + <i>n</i>	+ <i>nounce</i>
appliance	= <i>ad</i> + <i>p</i>	+ <i>pliance</i>
adventure	= <i>ad</i>	+ <i>venture</i>
appoint	= <i>ad</i> + <i>p</i>	+ <i>point</i>
assure	= <i>ad</i> + <i>s</i>	+ <i>sure</i>
advise	= <i>ad</i>	+ <i>vise</i>

2. Sort the words in the Word column into these two groups:

TABLE 7.28: Words in which the <d>...

stayed <d>:

address
adjective
admire
adopt
advice
adventure
advise

assimilated to a different letter:

assign
allow
affect
assort
allegiance
accompany
appearance
arrive

attempt
attention
accident
announce
appliance
appoint
assure

TABLE 7.28: (continued)**stayed <d>:****assimilated to a different letter:**

3. Now sort the words in which the <d>assimilated into these groups:

TABLE 7.29: Words in which the <d>assimilated to...

<c>

accompany
accident

<f>

affect

<l>

allow
*allegiance***TABLE 7.30:** Words in which the <d>assimilated to...

<n>

announce

<p>

appearance
appliance
appoint

<r>

*arrive***TABLE 7.31:** Words in which the <d>assimilated to...

<s>

assign
assort
assure

<t>

attempt
attention

7.14 Lesson Fourteen

Review of Assimilation and the Prefix Ad–

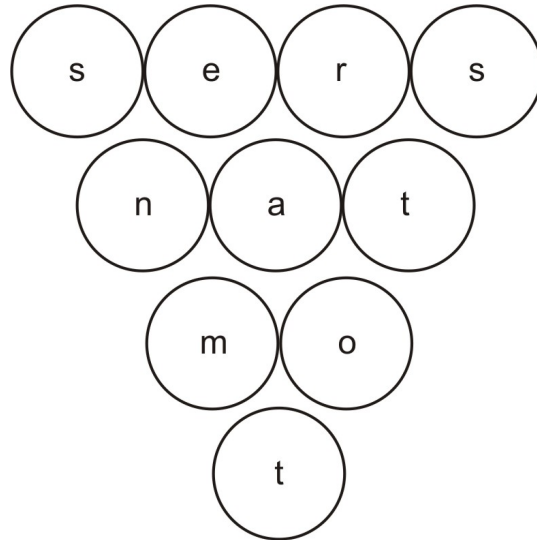
1. Combine the prefixes, stems, and suffixes below. Show any assimilation or other changes that take place:

TABLE 7.32:

Prefix	+ Stem	+ Suffix	= Word
<i>ad</i> + <i>f</i>	+ fect	+ ion	= <i>affection</i>
<i>ad</i> + <i>c</i>	+ company + <i>i</i>	+ es	= <i>accompanies</i>
<i>ad</i> + <i>n</i>	+ nounce	+ er	= <i>announcer</i>
<i>ad</i>	+ mir	+ ing	= <i>admiring</i>
<i>ad</i> + <i>f</i>	+ ford	+ able	= <i>affordable</i>
<i>ad</i> + <i>s</i>	+ sort	+ ment	= <i>assortment</i>
<i>ad</i>	+ venture	+ er	= <i>adventurer</i>
<i>ad</i> + <i>p</i>	+ point	+ ment	= <i>appointment</i>
<i>ad</i> + <i>s</i>	+ sur	+ ed	= <i>assured</i>
<i>ad</i> + <i>l</i>	+ low	+ ance	= <i>allowance</i>
<i>ad</i>	+ dress	+ es	= <i>addresses</i>
<i>ad</i> + <i>s</i>	+ sign	+ ed	= <i>assigned</i>
<i>ad</i> + <i>r</i>	+ riv	+ al	= <i>arrival</i>
<i>ad</i> + <i>c</i>	+ cident	+ al	= <i>accidental</i>
<i>ad</i> + <i>p</i>	+ pliance	+ es	= <i>appliances</i>
<i>ad</i> + <i>p</i>	+ ply + <i>i</i>	+ ance	= <i>appliance</i>
<i>ad</i>	+ tempt	+ ing	= <i>attempting</i>
<i>ad</i>	+ opt	+ ion	= <i>adoption</i>
<i>ad</i>	+ ject	+ ive	= <i>adjective</i>
<i>ad</i> + <i>p</i>	+ pear	+ ance	= <i>appearance</i>
<i>ad</i> + <i>t</i>	+ tention		= <i>attention</i>
<i>ad</i>	+ vice		= <i>advice</i>
<i>ad</i> + <i>l</i>	+ legiance		= <i>allegiance</i>
<i>ad</i> + <i>f</i>	+ fect		= <i>affect</i>



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.

**TABLE 7.33: SCORECARD****Words****Points****Strike:** *assortment* (20 points)**Spare:** See below. (15 points)**Other word or words:** (Up to 9 points)**Teaching Notes.**

Word Bowl. The ten letters in *assortment* offer an amazing array of shorter words. Here is a list of some of the spare combinations:

sternmost + a

torments + as

smartest, mattress + on, no

smartens + to

monsters + at

ransom + set

streams, masters + not, ton

stamens + ort, rot, tor

smartens, martens + sot

sermons + tat

monster, mentors + sat

matters + son, nos

matrons + set

toners, tenors + mast, mats

tastes, states + morn

stream, master + tons

storms + neat

stones, stenos + mart, tram

sterns + moat, atom

steams + torn

starts + omen

stamen + sort, orts, rots, tors

snorts + tame, team, mate, meat

smarts + tone, note

sermon + tats

sanest, assent + mort

rotten + mass

ransom, manors + test, stet

otters + mans

natter + moss

morass + tent

matter + sons

matron + sets

marten + toss

manses + tort

astern + most, toms

trots, torts + manes, manse, means, amens, names

trams, marts, smart + notes, onset, stone, steno, tones

toner, tenor + masts

tomes, smote + tarns, rants

tests, stets + manor, roman

terns, stern, rents + atoms, moats, stoma,

tents + roams, moras

tames, teams, mates, meats, steam + snort

state, taste + morns, norms

tarts, start + omens, meson

tamer + snots

morts, storm + antes

sorts + meant

There are also dozens of other shorter words that do not fit into spare combinations: *sea, arose, senator, rotate*, etc. etc.

You may or may not choose to tell the students that *assortment*, the strike word, appears in the current lesson.

7.15 Lesson Fifteen

Test Two

TABLE 7.34:

Words

1. *allowance*
2. *adjective*
3. *accident*
4. *adoption*
5. *addressed*
6. *announcer*
7. *attempted*
8. *reappointment*

9. *misadventure*
10. *disapproval*

Fill in the blanks

- Prefix + stem = ad + l + lowance
- Prefix + bound stem + suffix = ad + ject + ive
- Prefix + bound stem + suffix = ac + c + cident
- Prefix + free stem = ad + option
- Prefix + free stem + suffix = ad + dress + ed
- Prefix + bound stem + suffix = an + nounc + er
- Prefix + free stem + suffix = a + t + tempt + ed
- Prefix + prefix + free stem + suffix = re + ap + point + ment
- Prefix + prefix + free stem = mis + ad + venture
- Prefix + prefix + free stem + suffix = dis + ap + pro + val

7.16 Lesson Sixteen

Another Function of Silent Final <e>: Voiced <th>

- So far you have worked with three functions of silent final <e>:
 - A final <e> can mark a preceding vowel as being *long* in the patterns Ve# and VCe.
 - A final <e> can mark a <c> in front of it as being *soft* so that the <c> is pronounced [s].
 - A final <e> can mark a <g> in front of it as being *soft* so that the <g> is pronounced [j].
- 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.

- 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.

- The voiced <th> sound at the end of *breathe* is written [th]. The voiceless <h> sound at the end of *breath* is written [h].

So the pronunciation of *breath* would be written [breth], and *breathe* would be written [brēth].

- 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 [th]. Then sort them into the matrix below:

cloth

bath

breath

teeth

clothe

bathe

breathe

teethe

with

wreath

booth

loath

tithe

wreathe

soothe

loathe

TABLE 7.35: Words whose final sound is ...

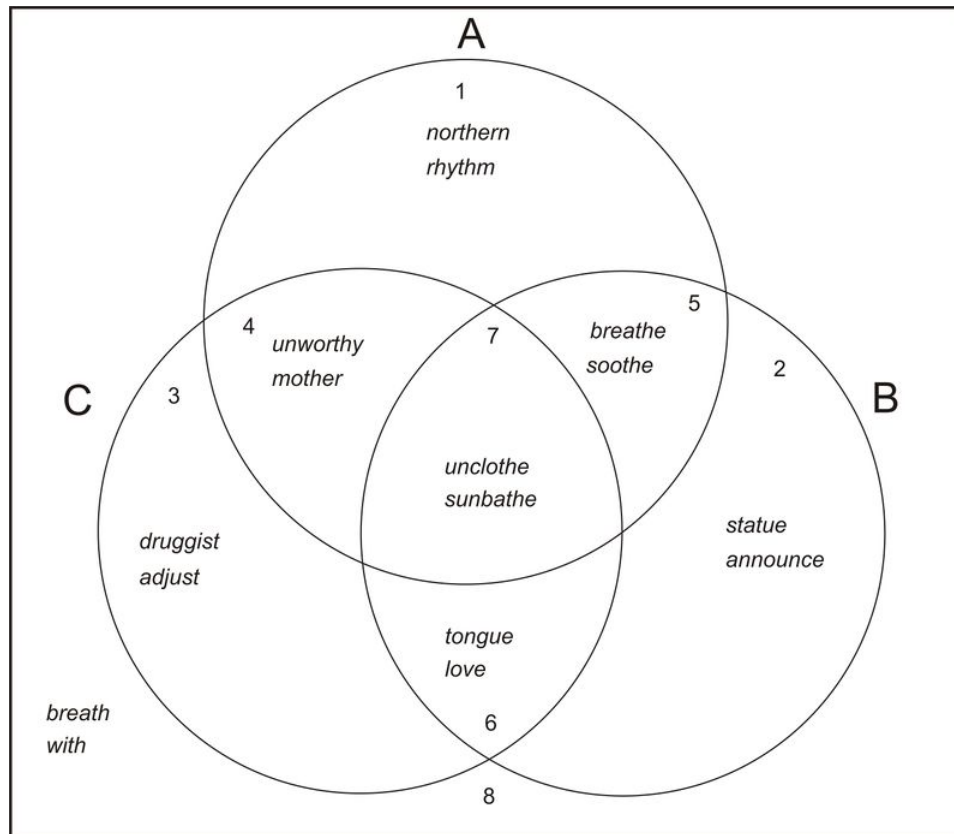
	voiced [th]:	voiceless [th]:
Words with a silent final <e>	<i>clothe</i> <i>tithe</i> <i>bathe</i> <i>wreathe</i> <i>breathe</i> <i>soothe</i> <i>teethe</i> <i>loathe</i>	
Words with no silent final <e>		<i>cloth</i> <i>with</i> <i>bath</i> <i>wreath</i> <i>breath</i> <i>booth</i> <i>teeth</i> <i>loath</i>

6. A silent final <e>marks a preceding vowel as long, a preceding <c>or <g>as soft, and a preceding <th>as voiced.



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✓ |



Teaching Notes.

The difference between unvoiced [tʰ] and voiced [ð] can be a subtle one to hear. You might ask puzzled students to pronounce *bath* and *bathe* a few times, pressing their fingers lightly against the front of their throats. They should be able to feel the vocal cords vibrating at the end of *bathe*, indicating the presence of voicing.

The sound [ð] is quite restricted in its occurrence: It occurs rarely in consonant clusters, usually with [r], as in *farther*, *northern*, and *worthy*. It also occurs in the word *rhythm*. Usually it occurs with a vowel after it, as in *that*, *then*, *their*, and other function words or with a silent final <e> after it. The only known noteworthy holdouts are the verb *mouth* and the adjective and verb *smooth*, both with [ð] in final position with no silent <e>. For more on [ð] see *AES*, pp. 384-86.

7.17 Lesson Seventeen

Silent Final <e>as an Insulator

1. A final <e>marks a preceding vowel as being *long* in the patterns VCe and Ve#; it marks a <c> or <g> right in front of it as being soft; it marks a <th> 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:

TABLE 7.36: Words that end...

<ve>		<ue>	
<i>achieve</i>	<i>expensive</i>	<i>morgue</i>	<i>tongue</i>
<i>reserve</i>	<i>dissolve</i>	<i>technique</i>	<i>mosque</i>
<i>nerve</i>	<i>love</i>	<i>league</i>	
<i>starve</i>			

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 < 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

TABLE 7.37: Words that end ...

<se>	<ze>	<ve>	<ue>
<i>worse</i>	<i>squeeze</i>	<i>nerve</i>	<i>league</i>
<i>glimpse</i>	<i>bronze</i>	<i>starve</i>	<i>tongue</i>
<i>clause</i>	<i>sneeze</i>	<i>reserve</i>	<i>mosque</i>
<i>mouse</i>	<i>gauze</i>	<i>dissolve</i>	<i>technique</i>
<i>purchase</i>		<i>adjective</i>	
<i>clubhouse</i>		<i>expensive</i>	

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 <u>, <v>, <s>, and <z>.

6. **The Functions of Silent Final <e>.** In the patterns *VCV* and *Ve#* silent final <e> marks a preceding vowel as being *long*; it marks a preceding <c> or <g> as being soft, and it marks a preceding <th> as being voiced; final <e> is also used to insulate <u>, <v>, <s>, and <z>.



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.

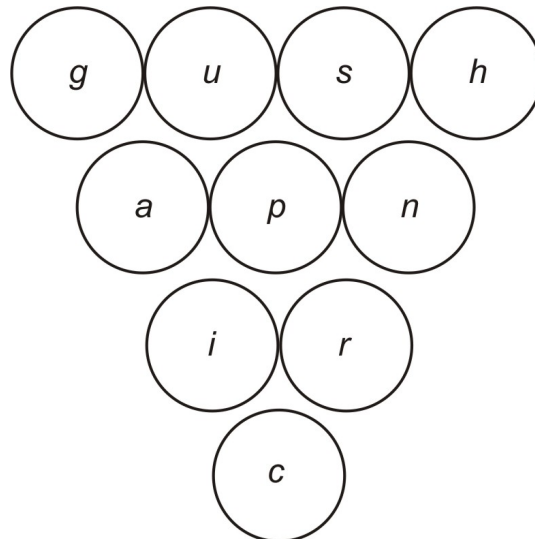


TABLE 7.38: SCORECARD

Words	Points
Strike: <i>purchasing</i> (20 points)	
Spare: <i>See below</i> (15 points)	
Other word or words: (Up to 9 points)	

Teaching Notes.

Item 2. The historical reason for the constraint against ending words with < u > or <v>is not clear. But it is logical for the reason, whatever it may be, to apply to both < u > and <v>because until the 17th century the two letters were used as different forms of one letter that was used to spell both the consonant sound [v] and the various < u > vowel sounds. In general, <v>was used at the beginning of words, < u > in the middle and at the end, whether the sound being spelled was vowel or consonant. In older dictionaries words starting with < u > and <v>were alphabetized as a single group. So it is logical that what we now see as two separate letters would have certain similarities of behavior.

Word Bowl. Some spare combinations:

sprucing + ah, ha

scraping + uh

parching + us

crushing + pa

chagrins, crashing + up

urchins + gap

spinach + rug

garnish, sharing + cup

phasing, shaping + cur

rushing + cap, pac

gunship, pushing + arc, car

graphic + sun

cursing + hap

arching, chagrin + pus, sup, ups,

carping + uhs

urping + cash

urchins + gaps

punish, unship + crag

unrigs + chap

sprain + chug

raunch + gips, pigs

arcing, caring, racing + push

paunch + rigs

paring + such

acing + rush

curing + haps

aching + spur, urps

ruing, unrig + chaps

unhip + crags

suing + parch

sugar + pinch

shrug + panic

harps, sharp + cuing

crush + aping

7.18 Lesson Eighteen

Sometimes Silent Final <e>Does Two Jobs at Once

1. A silent final <e>marks a preceding vowel as *long*, a preceding <c>or <g>as *soft*, and a preceding <th>as *voiced*.
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

TABLE 7.39: Words that end with...

	unvoiced < th >	voiced < th >	soft <c>	soft <g>
Words in which the final <e> marks a long vowel		<i>scythe</i> <i>bathe</i> <i>clothe</i>	<i>unlace</i> <i>advice</i> <i>twice</i>	<i>rage</i> <i>engage</i> <i>oblige</i> <i>stage</i>
Words in which there is no final <e>to mark a long vowel	<i>zenith</i> <i>bath</i> <i>cloth</i>		<i>artistic</i> <i>zinc</i> <i>attic</i> <i>picnic</i>	<i>twig</i> <i>hug</i> <i>stag</i>

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>:

<i>scythe</i>	<i>clothe</i>	<i>advice</i>	<i>rage</i>	<i>oblige</i>
<i>bathe</i>	<i>unlace</i>	<i>twice</i>	<i>engage</i>	<i>stage</i>

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

TABLE 7.40: Words that end with...

	soft <c>	soft <g>	voiced <th>
Words in which the final <e>marks a long vowel	<i>produce</i> <i>unlace</i>	<i>enrage</i> <i>engage</i>	<i>scythe</i> <i>tithe</i>
Words in which the final <e>does not mark a long vowel	<i>necklace</i> <i>lettuce</i>	<i>voyage</i> <i>advantage</i>	

TABLE 7.41: Words that end with an insulated...

	< s >	< t >	< u >	< v >
Words in which the final <e>marks a long vowel	<i>oppose</i> <i>suppose</i>	<i>analyze</i> <i>baptize</i> <i>specialize</i>	<i>statue</i> <i>argue</i>	<i>arrive</i> <i>remove</i>
Words in which the final <e>does not mark a long vowel	<i>glimpse</i> <i>worse</i> <i>clause</i>	<i>bronze</i> <i>gauze</i>	<i>tongue</i> <i>mosque</i>	<i>expensive</i> <i>reserve</i>

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:

necklace *lettuce* *voyage* *advantage* *expensive*

Teaching Notes.

Item 2. You might ask the students why the six empty cells in the matrix are empty. Looked-for answer: Because if a word has a silent final <e>, it cannot end with an unvoiced <th>hard <c>, or hard <g>sound, and in order to end with a voiced <th>, soft <c>, or soft <g>sound, a word must have silent final <e>.

Item 4. We are using *produce* here as a verb, with stress on the < u >.

Item 5. In eight other words the final <e>does not mark a long vowel for different reasons: (i) in *glimpse*, *worse*, *bronze*, *mosque*, and *reserve* there are two consonant letters between the <e>and the preceding vowel so the words do not end in the pattern VCV; (ii) in *clause* and *gauze* the vowel sound is spelled with a digraph, <au>, and in

general digraphs are exempt from the normal pattern rules; (iii) in *tongue* the situation is a little different: I believe we should treat the < u > as a consonant, similar to the < u > after < q > in *mosque*, so the word ends VCCe like the others in (i). This makes the < u > after < g > a perfect parallel with the < u > after < q >: Sometimes spelling [w], sometimes silent, but in either case a consonant. Thus in words in which it spells [w] after < g >, < u > is a consonant, as in *distinguish*, *anguish*, *language*; in words in which it is silent after < g > it is also a consonant, as in *disguise*, *fatigue*, *guilty*, in words in which it spells a vowel sound after [g] it is a vowel: *disgust*, *argue*, etc.

Concerning (i) above: Students may wonder about words like *scythe* and *tithe* in which the final < e > marks a long vowel that has two letters (a < t > and an < h >) between it and the vowel. Point out to them that when < th > spells a single sound, either [th] or [θ], it is treated as a single letter; in words in which the < th > spells two distinct sounds, [t] plus [h], as in *fathead* and *hothouse*, the < th > is two letters.

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 <e>, <i>, or <y>; you delete all other silent final <e>s whenever you add a suffix that starts with any vowel.

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 7.42:

Free Stem	+ Suffix	= Word
glimps e	+ ed	= <i>glimpsed</i>
advantag e	+ ed	= <i>advantaged</i>
advantag e	+ ed	= <i>advantaged</i>
advantag e	+ es	= <i>advantages</i>
advantage	+ ous	= <i>advantageous</i>
breath e	+ ing	= <i>breathing</i>
bronz e	+ ed	= <i>bronzed</i>
expensive	+ ly	= <i>expensively</i>
nerv e	+ ous	= <i>nervous</i>
argu e	+ ing	= <i>arguing</i>
cloth e	+ ed	= <i>clothed</i>
clothe	+ s	= <i>clothes</i>
bath e	+ ing	= <i>bathing</i>
squeez e	+ ing	= <i>squeezing</i>
sneez e	+ ed	= <i>sneezed</i>
choos e	+ y	= <i>choosy</i>
wors e	+ en	= <i>worsen</i>
claus e	+ s	= <i>clauses</i>
gauz e	+ y	= <i>gauzy</i>
nerve	+ s	= <i>nerves</i>

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 7.43:

Word	= Stem	+ Suffix
removed	= remov e	+ ed
according	= <i>accord</i>	+ ing
reserved	= <i>reserve</i>	+ ed

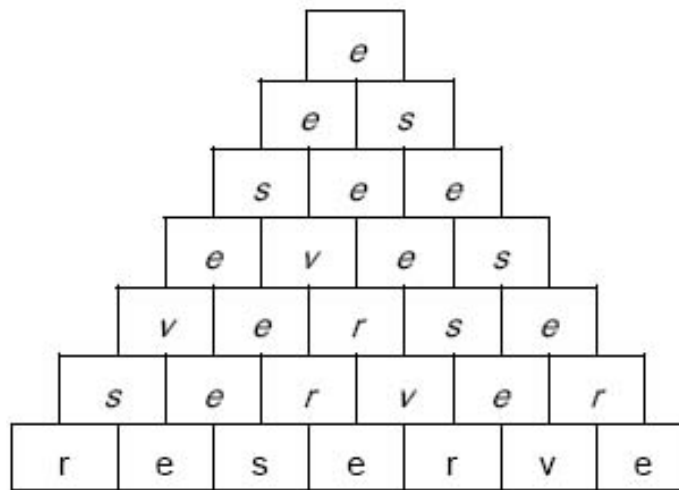
TABLE 7.43: (continued)

Word	= Stem	+ Suffix
analyzing	= <i>analyz</i> ϕ	+ <i>ing</i>
achieved	= <i>achiev</i> ϕ	+ <i>ed</i>
glimpsed	= <i>glimps</i> ϕ	+ <i>es</i>
accompanied	= <i>accompan</i> y + <i>i</i>	+ <i>ed</i>
producer	= <i>produc</i> ϕ	+ <i>er</i>
appearances	= <i>appearanc</i> ϕ	+ <i>es</i>
mouser	= <i>mous</i> ϕ	+ <i>er</i>
expensive	= <i>expens</i> ϕ	+ <i>ive</i>
expensively	= <i>expensive</i>	+ <i>ly</i>
starving	= <i>starv</i> ϕ	+ <i>ing</i>
dissolved	= <i>dissolv</i> ϕ	+ <i>ed</i>
voyaging	= <i>voyag</i> ϕ	+ <i>ing</i>
adventurous	= <i>adventur</i> ϕ	+ <i>ous</i>
affected	= <i>affect</i>	+ <i>ed</i>
admiring	= <i>admir</i> ϕ	+ <i>ing</i>
addresses	= <i>address</i>	+ <i>es</i>

4. **Silent 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 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.



Word Pyramid. The two-letter word in this Pyramid is a bit tricky.



If you scramble the letters in *reserve* various ways, you can spell three other seven-letter words. How many can you get?

revers

reverse

severer

Teaching Notes.

Items 2 and 3. Be sure the students get the <e>deletion in *clauses*, *glimpses*, *appearances*.

Word Pyramid. *Reserve* contains letters for the following words: 6 letters: *reeves*, *revere*, *server*, *severe*; 5 letters: *reeve*, *sever*, *veers*, *verse*; 4 letters: *errs*, *ever*, *eves*, *revs*, *seer*, *sere*, *veer*, *vees*; 3 letters: *ere*, *err*, *eve*, *rev*, *see*, *vee*; 2 letters: *es* (plural of e, also spelled *es*), *re*.

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:

cry + ed = cry + i + ed = cried

easy + est = easy + i + est = easiest

But notice what would happen if we changed the <y> to <i> when the suffix starts with an <i>:

accompany + ing = accompany + i + ing = *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:

accompany + ing = accompanying

toy + ing = 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 7.44:

Elements	= Word
ad + p + ply + ing	= <i>applying</i>
bath e + er + s	= <i>bathers</i>
un + ad + f + fect + ion + ate	= <i>unaffectionate</i>
choos e + y + i + est	= <i>choosiest</i>
up + set + t + ing	= <i>upsetting</i>
glimps e + ed	= <i>glimpsed</i>
un + re + serv e + ed + ly	= <i>unreservedly</i>
ad + ventur e + ous	= <i>adventurous</i>
re + ad + s + sur e + ed	= <i>reassured</i>
re + gret + t + ing	= <i>regretting</i>
dis + solv e + ing	= <i>dissolving</i>
gauz e + y	= <i>gauzy</i>
early + i + est	= <i>earliest</i>
achiev e + er + s	= <i>achievers</i>
sooth e + ing + ly	= <i>soothingly</i>
ad + c + company + ing	= <i>accompanying</i>
re + ad + p + ply + i + ed	= <i>reapplied</i>

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:

TABLE 7.45:

Words with the sound [t]:		Words with the sound [d]:	
<i>candidate</i>	<i>hospital</i>	<i>candidate</i>	<i>adventure</i>
<i>stubborn</i>	<i>motor</i>	<i>address</i>	<i>building</i>
<i>biting</i>	<i>struggle</i>	<i>include</i>	<i>succeed</i>
<i>electric</i>	<i>vegetable</i>		
<i>benefit</i>	<i>ghetto</i>		

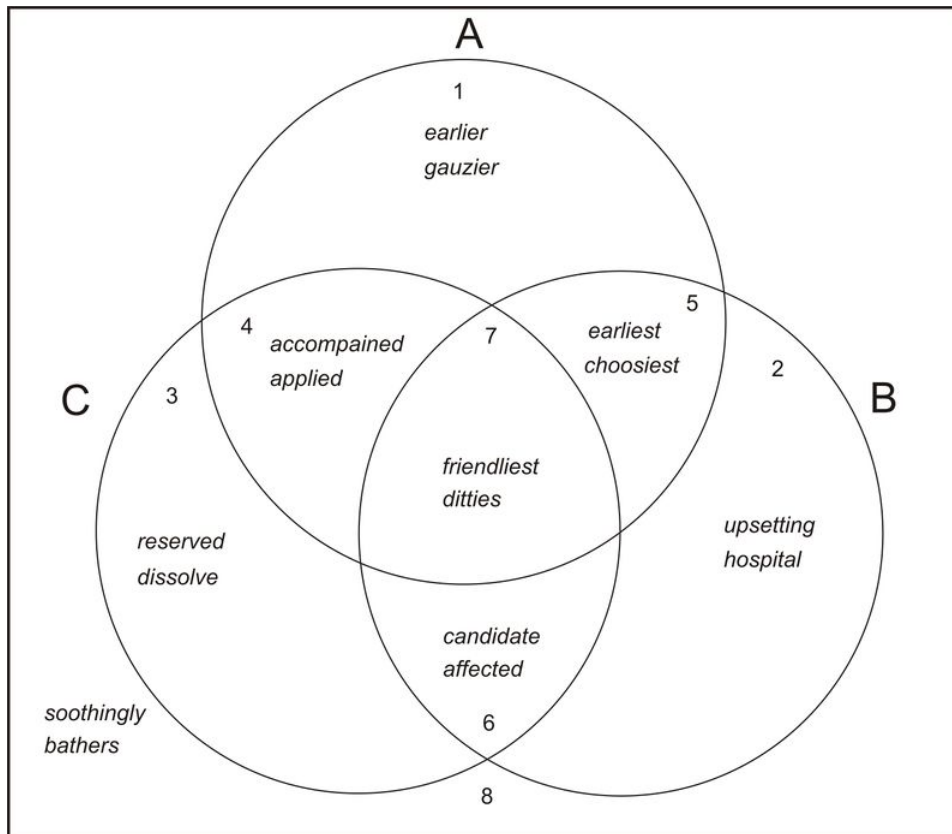
7. Two ways to spell [t] are <t> and <tt>.

Two ways to spell [d] are <d> 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✓



Teaching Notes.

Item 5. In words like *motor* and *biting* the [t] may sound much like a [d]. This sound is called the flap-[d]. The following is from the teaching notes for Book 1, Lesson 14, where this flap is first mentioned: “The pattern here is that if the <t>or <tt> has a stressed vowel right in front of it and an unstressed vowel right after it, it tends to become something in between [d] and [t] that linguists call a flap-[d]. The word *flap* is meant to indicate that it is a sound somewhat quicker than a full [d]. Technically, what is happening is that the [t], which is normally a voiceless sound (that is, pronounced with no vibration of the vocal cords), picks up some voicing (or vibration of the vocal cords) from the surrounding vowels, which are voiced. (In less technical terms, we tend to start the cords buzzing with the preceding vowel and just keep them buzzing through the following vowel, rather than turning them on, then off for the [t], then on again.) Since [d] is the voiced counterpart of the voiceless [t], the result is a pronunciation of [t] that sounds like [d]. Most desk dictionaries show the sound spelled <t>and <t>in such words as [t], ignoring the flap-[d] pronunciation. But *Webster’s Third International Unabridged* gives both [d] and [t] as pronunciations for them.”

This technical point is obviously not something to inflict on youngsters. It is mentioned here simply to encourage you to resist any temptation you may have to correct the pronunciation of students who seem to have more of a [d] than a [t] in their pronunciation of such words. They have *Webster’s Third* and professional linguists on their side! Also, it is remotely possible that a student may notice the variation and ask about it. In case of such an astonishing event, I recommend that you praise the student for having a good ear, indeed, and explain that it is true that in such words as *hotter* and the others the [t] can begin to sound more like a [d], but that since the spelling is <t>or <tt>, we (and most dictionaries) choose to treat the pronunciation as a [t]. For more on the flap-[d], see *AES*, pp. 338-39, and for the related flap-[t], see *AES*, pp. 342-43. (The flap-[t] is the thing that can sneak in between the [n] and the [s] of, say, *sense*, causing it to rhyme with *cents*.)

If students argue that *adventure* has a [t] in it, point out that though it does indeed have the letter <t>, it does not have the sound [t]. In *adventure* the <t>spells the sound [ch]. This spelling is due to a process called *palatalization*, which the students will study in Book 8, Lesson 40.

7.21 Lesson Twenty-one

How Do You Spell [t]?

1. Underline the letters that spell the [t] sounds in the following words:

tele <u>ph</u> one	benef <u>i</u> t	cand <u>i</u> date	tour <u>i</u> st
wri <u>t</u> er	arti <u>s</u> t	hospit <u>a</u> l	tong <u>u</u> e
colle <u>c</u> t	veget <u>a</u> ble	electr <u>i</u> c	struggl <u>e</u>
techn <u>i</u> que	taught <u>t</u>	symptom	mot <u>o</u> rs

2. Now sort the words into these three groups:

TABLE 7.46: Words in which [t] is ...

the first sound:

telephone
technique
taught
tourist
tongue

the last sound:

collect
benefit
artist
taught
candidate
symptom

in the middle:

writer
artist
vegetable
hospital
electric
tourist
motors

3. How is [t] spelled in all of these words? <t>. More than nine times out of ten the sound [t] is spelled this way.

4. Usually the sound [t] is spelled <t>.

5. Underline the letters that spell [t] in the following words:

catt <u>a</u> il	regret <u>t</u> ing	bot <u>t</u> om
committ <u>e</u> d	outtalk	att <u>e</u> n <u>t</u> ion
submitt <u>e</u> d	upset <u>t</u> ing	att <u>e</u> d

6. How is [t] spelled in all of these words? <tt>. 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 <t> or <tt>.



Watch the Middles!

TABLE 7.47:

benefit	
bene	<i>fit</i>
<i>bene</i>	fit
<i>bene</i>	<i>fit</i>
<i>benefit</i>	

TABLE 7.48:

electric	
electr	<i>ic</i>
<i>electr</i>	ic
<i>electr</i>	<i>ic</i>
<i>electric</i>	

TABLE 7.49:

	telephones	
tele	<i>phone</i>	<i>s</i>
<i>tele</i>	phone	<i>s</i>
<i>tele</i>	<i>phone</i>	<i>s</i>
<i>tele</i>	<i>phone</i>	<i>s</i>
	<i>telephones</i>	

TABLE 7.50:

	vegetables	
veget	<i>able</i>	<i>s</i>
<i>veget</i>	able	<i>s</i>
<i>veget</i>	<i>able</i>	<i>s</i>
<i>veget</i>	<i>able</i>	<i>s</i>
	<i>vegetables</i>	

Teaching Notes.

Item 5. Dictionaries show the < tt > in the compounds *outtalk* and *cattail* spelling not [t] but [t-t]. In everyday speech it is likely that the two words are most often pronounced with a single [t], which is why the two words are included here. On the other hand, any students who argue that < tt > spells [t-t] rather than [t] also have a good point: The dictionaries are on their side.

Item 6. In lessons 28 and 30 the students will study the minor spellings of [t] that account for the remaining less than 1%.

For more on the spellings of [t] see *AES*, pp. 342-49.

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. 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 starts with a <t>. Where the two parts come together through simple addition, you get < tt >: *cat* + *tail* = *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 7.51:

Compound	= Free Stem #1	+ Free Stem #2
<i>outtalk</i>	= <i>out</i>	+ <i>talk</i>

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 CVC when you add a suffix that starts with a vowel. And you twin the final consonant of a word that has two vowel sounds whenever you add a suffix that starts with a vowel if the word ends CVC and has strong stress on the last vowel.

4. What is the suffix in the word *upsetting*? -ing

5. Does this suffix start with a vowel? yes

6. What is the stem to which the *-ing* in *upsetting* was added? upset

7. How many vowel sounds are there is in this stem? two

8. Does the stem end cvc? yes

9. Is there strong stess on the <e>in *upset* before and after you add the suffix? yes

10. Do you twin the final consonant of *upset* when you add a suffix like *-ing*? yes

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 7.52: (continued)

Word	= Free Stem	+ Suffix
-------------	--------------------	-----------------

TABLE 7.52:

Word	= Free Stem	+ Suffix
<i>upsetting</i>	= <i>upset + t</i>	+ <i>ing</i>
<i>committed</i>	= <i>commit + t</i>	+ <i>ed</i>
<i>submitted</i>	= <i>submit + t</i>	+ <i>ed</i>
<i>regretting</i>	= <i>regret + t</i>	+ <i>ing</i>



Watch the Middles!

TABLE 7.53:

	permitted	
<i>per</i>	<i>mit + t</i>	<i>ed</i>
<i>per</i>	<i>mit + t</i>	<i>ed</i>
<i>per</i>	<i>mit + t</i>	<i>ed</i>
<i>per</i>	<i>mit + t</i>	<i>ed</i>
	<i>permitted</i>	

TABLE 7.54:

	submitted	
<i>sub</i>	<i>mit + t</i>	<i>ed</i>
<i>sub</i>	<i>mit + t</i>	<i>ed</i>
<i>sub</i>	<i>mit + t</i>	<i>ed</i>
<i>sub</i>	<i>mit + t</i>	<i>ed</i>
	<i>submitted</i>	

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: *ad* + *t* + *tain* = *attain*.

When the prefix *ad-* is added to a stem that starts with a <t>, the <d> assimilates and changes to a <t>.

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 7.55:

Word	= Assimilated Prefix <i>ad-</i>	+ Stem
<i>attain</i>	= <i>ad</i> + <i>t</i>	+ <i>tain</i>
<i>attention</i>	= <i>ad</i> + <i>t</i>	+ <i>tention</i>
<i>attend</i>	= <i>ad</i> + <i>t</i>	+ <i>tend</i>

3. Now sort the nine words into the following three groups:

TABLE 7.56: Words in which the

simple addition	assimilation	twinning
<i>cattail</i>	<i>attention</i>	<i>committed</i>
<i>outtalk</i>	<i>attend</i>	<i>submitted</i>
		<i>regretting</i>
		<i>upsetting</i>

Among the nine words in Item 2, the word in which the <tt> is not due to either simple addition, assimilation, or twinning is *bottom*. 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 7.57:

Word	= Analysis
outtrick	= <i>out</i> + <i>trick</i>
attracts	= <i>ad</i> + <i>t</i> + <i>tract</i> + <i>s</i>
knotty	= <i>knot</i> + <i>t</i> + <i>y</i>

TABLE 7.57: (continued)

Word	= Analysis
quitter	= <i>quit + t + er</i>
attempt	= <i>at + t + emp</i>
outtake	= <i>out + take</i>
rattrap	= <i>rat + trap</i>
regretted	= <i>regret + t + ed</i>
permitting	= <i>permit + t + ing</i>
attendance	= <i>at + tend + ance</i>
fattest	= <i>fat + t + est</i>
fattiest	= <i>fat + t + y + i + est</i>

5. Three reasons for [t] being spelled < tt > are simple addition, assimilation, and twinning.

Teaching Notes.

Item 4. Technically, there is more explication done in the suggested solutions than is necessary to show where the < tt > spelling comes from, but it seems worthwhile to have the students analyze out the suffixes. If nothing else, it underlines the difference in structure between *fattest* and *fattiest*.

7.24 Lesson Twenty-four

The Sound [t] and the VCC Pattern

1. These are the short and long vowel sounds:

TABLE 7.58:

Short Vowel Sounds

[a] as in *mat*
 [e] as in *met*
 [i] as in *mitt*
 [o] as in *cot*
 [u] as in *cut*
 [û] as in *cook*

Long Vowel Sounds

[ā] as in *mate*
 [ē] as in *meet*
 [ī] as in *might*
 [ō] as in *coat*
 [ū] as in *coot*
 [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? *latter* Which has a long first vowel? *later* Which has the VCC pattern for the first vowel? *latter* Which has the VCV pattern for the first vowel? *later*

3. In a word like *latter* with the VCC pattern the vowel will usually be short, and in a word like *later* with the VCV pattern the first vowel will usually be long.

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 7.59:

Word	Vowel sound in front of the < tt >:
bottom	[o]
vcc	
scatter	[a]
vcc	
ghetto	[e]
vcc	
lettuce	[e]
vcc	
chatter	[a]
vcc	
kitten	[i]
vcc	
button	[u]
vcc	
cotton	[o]
vcc	

TABLE 7.59: (continued)

Word	Vowel sound in front of the < tt >:
letter <i>vcc</i>	[e]
pattern <i>vcc</i>	[a]
butter <i>vcc</i>	[u]
matter <i>vcc</i>	[a]
bitter <i>vcc</i>	[i]
motto <i>vcc</i>	[o]
tattoo <i>vcc</i>	[a]
symptom <i>vcc</i>	[i]

5. Are the vowel sounds in front of the < tt > long or are they short? *short*

Teaching Notes.

Although the VCC pattern has a few holdouts - in words like *haste*, *range*, *soldier*, for instance - it is extremely reliable when the CC in question is < tt >, or any other double consonant other than <ll>. For more on the VCC pattern see *AES*, pp. 96-107.

Chapter Outline

- 8.1 LESSON TWENTY-FIVE
 - 8.2 LESSON TWENTY-SIX
 - 8.3 LESSON TWENTY-SEVEN
 - 8.4 LESSON TWENTY-EIGHT
 - 8.5 LESSON TWENTY-NINE
 - 8.6 LESSON THIRTY
 - 8.7 LESSON THIRTY-ONE
 - 8.8 LESSON THIRTY-TWO
 - 8.9 LESSON THIRTY-THREE
 - 8.10 LESSON THIRTY-FOUR
 - 8.11 LESSON THIRTY-FIVE
 - 8.12 LESSON THIRTY-SIX
 - 8.13 LESSON THIRTY-SEVEN
 - 8.14 LESSON THIRTY-EIGHT
 - 8.15 LESSON THIRTY-NINE
 - 8.16 LESSON FORTY
 - 8.17 LESSON FORTY-ONE
 - 8.18 LESSON FORTY-TWO
 - 8.19 LESSON FORTY-THREE
 - 8.20 LESSON FORTY-FOUR
 - 8.21 LESSON FORTY-FIVE
 - 8.22 LESSON FORTY-SIX
 - 8.23 LESSON FORTY-SEVEN
 - 8.24 LESSON FORTY-EIGHT
-

8.1 Lesson Twenty-five

Test Three

TABLE 8.1:

Words

1. *ghetto*
2. *permitted*
3. *attending*
4. *soothed*
5. *breathing*
6. *accompanied*
7. *applied*
8. *attention*
9. *regretting*
10. *symptom*

Fill in the blanks

[g] = <gh>; [t] = <tt >

Stem + Suffix = permit + t + ed

Prefix + Stem = ad + t + tending

< th > = [th] Stem + Suffix = soothe + ed

< th > = [th] Stem + Suffix = breath + ing

Prefix + Stem + Suffix = ad + c + company + i + ed

Prefix + Stem + Suffix = ad + p + ply + i + ed

Prefix + Stem = ad + t + ention

Stem + Suffix = regret + t + ing

[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 8.2:

Word	= Analysis	Reason
regretting	= <i>re + gret + t + ing</i>	<i>Twinning</i>
attractive	= <i>ad + t + tract + ive</i>	<i>Assimilation</i>
quitter	= <i>quit + t + er</i>	<i>Twinning</i>
attendance	= <i>ad + t + tend + ance</i>	<i>Assimilation</i>
outtake	= <i>out + take</i>	<i>Simple Addition</i>
attempted	= <i>ad + t + tempt + ed</i>	<i>Assimilation</i>
committee	= <i>com + mit + t + ee</i>	<i>Twinning</i>
attends	= <i>ad + t + tend + s</i>	<i>Assimilation</i>
cattails	= <i>cat + tail + s</i>	<i>Simple Addition</i>
submitting	= <i>sub + mit + t + ing</i>	<i>Twinning</i>
regretted	= <i>re + gret + t + ed</i>	<i>Twinning</i>
fatter	= <i>fat + t + er</i>	<i>Twinning</i>
attention	= <i>ad + t + tent + ion</i>	<i>Assimilation</i>
rattrap	= <i>rat + trap</i>	<i>Simple Addition</i>
fattiest	= <i>fat + t + y + i + est</i>	<i>Twinning</i>

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 8.3:

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	<i>Long</i>	latter	<i>Short</i>
vcv		vcc	
writer	<i>Long</i>	written	<i>Short</i>
vcv		vcc	
cuter	<i>Long</i>	cutter	<i>Short</i>
vcv		vcc	
biter	<i>Long</i>	bitter	<i>Short</i>
vcv		vcc	
fated	<i>Long</i>	fattest	<i>Short</i>
vcv		vcc	
hating	<i>Long</i>	hatter	<i>Short</i>
vcv		vcc	

TABLE 8.3: (continued)

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?
Peter <i>vcv</i>	<i>Long</i>	petting <i>vcc</i>	<i>Short</i>
motor <i>vcv</i>	<i>Long</i>	otter <i>vcc</i>	<i>Short</i>



Word Find. This find contains the following twenty words that all have [t] spelled <tt> because of the VCC pattern:

- | | | | | |
|--------|----------|---------|---------|---------|
| attack | critter | flutter | motto | putty |
| attic | ditto | ghetto | otter | regatta |
| bottom | ditty | lettuce | pattern | tattoo |
| cotton | flattery | matter | petty | utter |

P	F	L		A	O	B	O	T	T	O	M	U		
U	L	E	P	A	T	T	E	R	N	F		T		
T	A	T	T	O	O	A	T	T	A	C	K	M	L	T
T	T	T	R		I	E			A	U		E		
Y	T	U	E		C	R	C	R	I	T	T	E	R	
	E	C	G	D		O	D	I	T	T	O			
	R	E	A	I		T			E	E				
	Y	M	O	T	T	O	T		R	R				
	G	H	E	T	T	O	O	P	E	T	T	Y		
			A	Y		N								

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? attack

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]:

b <u>at</u> tle	ke <u>tt</u> le	bo <u>tt</u> le	shu <u>tt</u> le
bee <u>tt</u> le	ge <u>tt</u> le	sta <u>tt</u> le	tu <u>tt</u> le
ma <u>tt</u> le	ra <u>tt</u> le	se <u>tt</u> le	ti <u>tt</u> le
li <u>tt</u> le	br <u>tt</u> le	ca <u>tt</u> le	to <u>tt</u> le

2. Now sort the words into this matrix:

TABLE 8.4: Words in which the [t] comes right after

a consonant:	a long vowel:	a short vowel:	
Words with [t] spelled <t>	<i>mantle</i> <i>gentle</i> <i>startle</i> <i>turtle</i>	<i>beetle</i> <i>title</i> <i>tootle</i>	
Words with [t] 'spelled <tt>			<i>battle</i> <i>little</i> <i>kettle</i> <i>rattle</i> <i>brittle</i> <i>bottle</i> <i>settle</i> <i>cattle</i> <i>shuttle</i>

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 sound, the [t] is spelled <t>. But if the [t] comes right after a short vowel sound, the [t] is spelled <tt>.

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 **VCl#** pattern. VCl# is another pattern that marks long vowels, like VCV and Ve#.

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 **VCCle# pattern**, which is another pattern that marks short vowels, like VCC and VC#.

In the VCCle pattern the vowel is *short*, but in the VCl# pattern the vowel is *long*.

6. Sort the words with short vowels into these two groups:

TABLE 8.5: Words with short vowels in which [t] is spelled ...

<t>	< tt >	
<i>mantle</i>	<i>battle</i>	<i>bottle</i>
<i>gentle</i>	<i>little</i>	<i>settle</i>
<i>startle</i>	<i>kettle</i>	<i>cattle</i>
<i>turtle</i>	<i>rattle</i>	<i>shuttle</i>
	<i>brittle</i>	

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 VCcle 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 <tte>. As you form each word, decide whether it should be spelled with a single or a double <t>:

1. Write the word *battle* - *battle*
2. Change the first consonant in the word to the twentieth letter in the alphabet - *tattle*
3. Change the first consonant back to < b > and change the < a > to < ee > - *beetle*
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 - *gentle*
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 - *mantle*
6. Move the second consonant in the word to the front, delete the < m >, and change the < a > to an < e > - *nettle*
7. Change the first consonant in the word to the fourteenth consonant in the alphabet, and change the < e > back to an < a > - *rattle*
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 - *scuttle*
9. Change the first two letters of the word to < br > and change the < u > to < i > - *brittle*

Teaching Notes.

The VCle# and VCcle# patterns, though quite modest in their extension, are important and very reliable. Notice that though the ending is spelled <le>, it is pronounced [l]: the letters and sounds are reversed. In terms of sound, then, the VCle# and VCcle# patterns fit the VCV and VCC patterns. For more on the <le> ending see *AES*, pp. 149-51.

Item 6. The short vowel in *startle* is [o]. The short vowel in *turtle* is the [u] in [ur], though there is admittedly very little [u] coloring left in most pronunciations of [ur].

Word Changes. Be sure the students understand that they must decide whether the words are spelled <tle> or <tte>. The directions don't mention that aspect of the spelling. If students get fuddled trying to count letters and consonants and vowels in the alphabet, the table "Letters of the Alphabet" may be helpful. Notice that < u >, < w >, and < y > are counted as both vowels and consonants.

TABLE 8.6: LETTERS OF THE ALPHABETS

	Letter	Vowel	Consonant
a	1st	1st	
b	2nd		1st
c	3rd		2nd
d	4th		3rd
e	5th	2nd	
f	6th		4th
g	7th		5th
h	8th		6th
i	9th	3rd	
j	10th		7th
k	11th		8th
l	12th		9th
m	13th		10th
n	14th		11th
o	15th	4th	
P	16th		12th
q	17th		13th
r	18th		14th
s	19th		15th
t	20th		16th
u	21st	5th	17th
V	22nd		18th
w	23rd	6th	19th
X	24th		20th
y	25th	7th	21st
z	26th		22nd

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 *-ed*.

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

TABLE 8.7: Words in which *-ed* sounds like...

[id]

adopted
collected
attended
avoided

[d]

murmured
allowed
assigned
approved
struggled
enjoyed
shoveled
telephoned

[t]

addressed
accomplished
attacked
approached
taxed
coughed
attached
announced

3. Sometimes the [t] at the end of a verb that has the meaning “in the past” is the suffix *-ed*.

4. So far you have worked with three different spellings of [t]. They are <*t*>, <*tt*>, and <*ed*>.



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].

TABLE 8.8:

No.	Unscrambled Word									
1	neebtif	b	e	n	e	f	i	t		
2	xedat	t	a	x	e	d				
3	sledgimp	g	l	i	m	p	s	e	d	
4	tricecel	e	l	e	c	t	r	i	c	
5	tedtan	a	t	t	e	n	d			
6	totoat	t	a	t	t	o	o			
7	toekaut	o	u	t	t	a	k	e		
8	slattaic	c	a	t	a	i	l	s		
9	stingbumit		u	b	m	i	t	t	i	n
10	wetrir	w	r	i	t	e	r			
11	mobtot	b	o	t	t	o	m			
12	truelt	t	u	r	t	l	e			
13	cattrat	a	t	t	r	a	c	t		
14	tolthret	t	h	r	o	t	t	l	e	
15	greetred	r	e	g	r	e	t	t	e	d
16	rotte	o	t	t	e	r				
17	tleeng	g	e	n	t	l	e			
18	hugelad	l	a	u	g	h	e	d		
19	beltee	b	e	e	t	l	e			
20	cutetle	l	e	t	t	u	c	e		
21	latett	t	a	t	t	l	e			

Teaching Notes.

The following on the [t] pronunciation of *-ed* is from the Teaching Notes to Lesson 12 in Book 2: What is involved in the three pronunciations of *-ed* is that same distinction between voiced and unvoiced sounds that was discussed back in Lesson 6 and earlier in Lesson 14 of Book 1. In general, in English we avoid putting certain voiced and an unvoiced consonants together. In Lesson 6 it was pointed out that [s] and [z] are identical sounds except that [s] is unvoiced and [z] is voiced. It was also pointed out that in the plural *dogs* the < s > is pronounced [z], [dogz], while in the plural *cats* it is pronounced [s], [kats]. That difference is due to the fact that [g] and [z] are both voiced, so they go together, while [t] and [s] are unvoiced, so they too go together. But we avoid mixed combinations such as *[gs] and *[tz]. For more on this tendency to avoid mixed voicing, see *AES*, pp. 73-76.

In the case of the suffix *-ed* the reasoning goes as follows: (1) After the unvoiced sounds [s, f, p, ch, sh, k, th] *-ed* has the unvoiced pronunciation [t]. (2) After all voiced sounds except [d] it has the voiced pronunciation [d]. And (3) after [t] and [d] the vowel sound [i] is inserted to avoid the endings [tt] and [dd], which would be difficult to pronounce and inevitably would be simplified to [t] and [d]. Such a simplification would cause the loss of the spoken distinction between present and past tense. So the three pronunciations of *-ed*, which might at first seem like a perverse and unnecessary complication, are in fact part of a larger logical and ruly pattern.

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? long In *felt* is the vowel long or is it short? short In *feel* how is the vowel spelled? <ee> In *felt* how is the vowel spelled? <e> In *felt* how is the [t] spelled? <t>
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*.

TABLE 8.9:

Past Tense Verb	Present Tense Verb	How is the vowel pronounced and spelled in... the present tense verb?	the past tense verb?
felt	<i>feel</i>	[ē] = <ee>	[e] = <e>
kept	<i>keep</i>	[ē] = <ee>	[e] = <e>
slept	<i>sleep</i>	[ē] = <ee>	[e] = <e>
crept	<i>creep</i>	[ē] = <ee>	[e] = <e>

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:

TABLE 8.10:

Present Tense Verb	Past Tense Verb	How is the vowel pronounced and spelled in... the present tense verb?	the past tense verb?
deal	<i>dealt</i>	[ē] = <ea>	[e] = <ea>
sweep	<i>swept</i>	[ē] = <e>	[e] = <e>
send	<i>sent</i>	[ē] = <e>	[e] = <e>
mean	<i>meant</i>	[ē] = <ea>	[e] = <ea>
weep	<i>wept</i>	[ē] = <ee>	[e] = <e>
spend	<i>spent</i>	[e] = <e>	[e] = <e>
build	<i>built</i>	[i] = <ui>	[i] = <ui>
bend	<i>bent</i>	[e] = <e>	[e] = <e>
lend	<i>lent</i>	[e] = <e>	[e] = <e>
lose	<i>lost</i>	[ū] = <o>	[o] = <o>
leave	<i>left</i>	[ē] = <ea>	[e] = <e>

5. Here are some more that have more elaborate changes:

TABLE 8.11:

Present Tense Verb	Past Tense Verb	How is the vowel pronounced and spelled in... the present tense verb?	the past tense verb?
buy	<i>bought</i>	[i] = <uy>	[o] = <ou>
catch	<i>caught</i>	[a] = <a>	[o] = <au>
bring	<i>brought</i>	[i] = <i>	[o] = <ou>
seek	<i>sought</i>	[ē] = <ee>	[o] = <ou>
teach	<i>taught</i>	[ē] = <ea>	[o] = <au>
think	<i>thought</i>	[i] = <i>	[o] = <ou>



Word Flow. In this flow you can trace out fourteen words: seven present tense verbs and their past tense forms that end in *-t*.

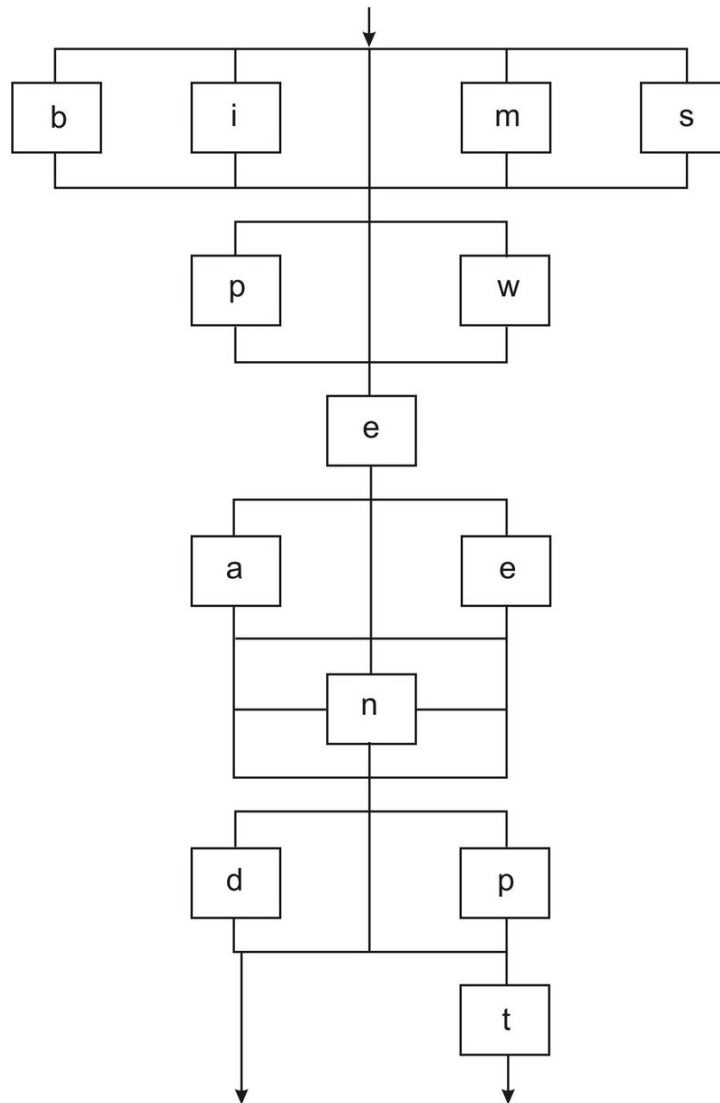


TABLE 8.12:

Present Tense	Past Tense
<i>bend</i>	<i>bent</i>
<i>lend</i>	<i>lent</i>
<i>mean</i>	<i>meant</i>
<i>send</i>	<i>sent</i>
<i>spend</i>	<i>spent</i>
<i>sweep</i>	<i>swept</i>
<i>weep</i>	<i>wept</i>

Teaching Notes.

The old *-t* forms were more common in the past than they are now. Several have completely disappeared: Milton had *banisht* for *banished*, and at times in the past *kissed* was *kist*, *placed* was *plac't*, *earned* was *earnt*. *Tost*, for *tossed*, is now marked “Literary,” as in *storm-tost*. So the beginning speaker who says **sleeped* is following an old historical precedent.

There are several pairs in which the *-t* form is still in the process of being replaced by *-ed*. In general, American English favors the more regular *-ed* form, and in the following pairs the *-t* form is often marked “Chiefly British”: *burnt, burned*; *dreamt, dreamed*; *knelt, kneeled*; *leant, leaned*; *leapt, leaped*; *learnt, learned*; *smelt, smelled*; *spelt, spelled*; *spilt, spilled*; *spoilt, spoiled*. In a few cases the two forms have taken on separate meanings, as in *past* vs. *passed*; *pent* vs. *penned*; *bereft* vs. *bereaved*.

Notice that with the *-t* forms sometimes there is no change in the verb sound or spelling (*send, sent*), sometimes there is change in the verb sound but not in its spelling (*mean, meant*), and sometimes there is change in both the sound and the spelling (*buy, bought*).

Word Flow. This flow also allows the pair *lean* and the usually British *leant*.

8.6 Lesson Thirty

The Reasons For Some Unusual Spellings of [t]

1. So far you have worked with three spellings of [t]: <t>, <tt >, and <ed>.

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:

al <u>igh</u> t	fi <u>gh</u> t	li <u>gh</u> tning	si <u>gh</u> t
au <u>gh</u> t	fl <u>igh</u> t	midn <u>igh</u> t	sle <u>igh</u> t
bo <u>ugh</u> t	fo <u>ugh</u> t	mi <u>gh</u> t	sl <u>igh</u> t
br <u>igh</u> t	fr <u>igh</u> t	na <u>ugh</u> t	sla <u>ugh</u> ter
bro <u>ugh</u> t	fr <u>igh</u> t	na <u>ugh</u> ty	so <u>ugh</u> t
ca <u>ugh</u> t	ha <u>ugh</u> ty	ni <u>gh</u> t	strai <u>gh</u> t
da <u>ugh</u> ter	he <u>igh</u> t	ou <u>gh</u> t	ta <u>ugh</u> t
del <u>igh</u> t	kn <u>igh</u> t	pl <u>igh</u> t	thou <u>gh</u> t
ei <u>gh</u> t	li <u>gh</u> t	ri <u>gh</u> t	wei <u>gh</u> t

Sort the words into the following four groups:

TABLE 8.13: Words with...

	[i] spelled < i > or <ei>		[ā] spelled <ai> or <ei>
<i>alight</i>	<i>height</i>	<i>night</i>	<i>eight</i>
<i>bright</i>	<i>knight</i>	<i>plight</i>	<i>freight</i>
<i>delight</i>	<i>light</i>	<i>right</i>	<i>straight</i>
<i>fight</i>	<i>lightning</i>	<i>sight</i>	<i>weight</i>
<i>flight</i>	<i>midnight</i>	<i>sleight</i>	
<i>fright</i>	<i>might</i>	<i>slight</i>	

TABLE 8.14: Words with [o] spelled. . .

<au>		<ou>	
<i>ought</i>	<i>naught</i>	<i>bought</i>	<i>ought</i>
<i>caught</i>	<i>naughty</i>	<i>brought</i>	<i>sought</i>
<i>daughter</i>	<i>slaughter</i>	<i>fought</i>	<i>thought</i>

TABLE 8.14: (continued)

<au>	<ou>
<i>haughty</i>	<i>taught</i>

3. The sound [t] is spelled <ght>only after [i] spelled <i> or <ei>, or after [ā] spelled <ai> or <ei>, or after [o] spelled <au> or <ou>.

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 8.15:

Word	Do you hear the <w>?
twice	<i>Yes</i>
twin	<i>Yes</i>
twelve	<i>Yes</i>
between	<i>Yes</i>
twilight	<i>Yes</i>
twist	<i>Yes</i>
twine	<i>Yes</i>
twig	<i>Yes</i>
twenty	<i>Yes</i>

5. [t] = <bt>. The sound [t] is spelled <bt>in only three common words: *debt*, *doubt*, and *subtle*. All three came from 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 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 [i] spelled <i> or <ei>, or after [ā] spelled <ai>or <ei>, or after [o] spelled <au>or <ou>. The word in which [t] is spelled <tw>is *two*. The three words in which [t] is spelled <bt>are *debt*, *doubt*, and *subtle*. The one word in which [t] is spelled <cht>is *yacht*.



Word Changes. Follow the instructions very carefully and then fill in the blanks to complete the sentence at the end:

- Write the word *debt* - *debt*
- Change the vowel from <e>to <ou>: - *doubt*
- 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>: - *bought*

- d. 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: - taught
- e. Change the first consonant to the second consonant in the alphabet: - caught
- f. 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: - yacht

The sailor went into $\frac{\text{debt}}{\text{Word 1}}$ when he $\frac{\text{bought}}{\text{Word 3}}$ a $\frac{\text{yacht}}{\text{Word 6}}$

Teaching Notes.

Item 2. In the words with [t] spelled <ght>, the <gh>at one time spelled the [ch]-like sound mentioned in Item 6, the sound heard at the end of the Scottish pronunciation of *loch* and the German pronunciation of *Bach*.. That specific sound disappeared from English, becoming [f] in words like *laugh* and *rough* and falling silent in words like *high* and *sigh*. It also fell silent before the sound [t], with the <gh>becoming part of the spelling of [t]. Some of the <ght>words in Item 2 are worth a special note:

aught. There are really two words spelled <aught>: One means “anything whatever,” as in “For aught I know” The other, which has the variant form *ought*, means “zero, nothing.” *Ought* meaning “should,” as in “I ought to go now,” is always spelled with an <o>.

naught, nought These are two variants of a word also meaning “nothing, zero.”

Slight means “small, slender,” and as a verb it means “to treat someone or something as unimportant.” *Sleight* means “skill, craft,” as in “sleight of hand.” It is related to *sly*.

Lightning does not have an <e>in it. It was actually formed from *lightening* (lighten+ing), but the <e>was dropped, distinguishing it from the verb form *lightening*. The reason for dropping the <e>is not clear.

The following is a fairly complete list of the remaining words in which [t] is spelled <ght>: *Bedight, dight, hight* are all archaic, *wight* very nearly so:

bedight “array”	sprightly	fraught
bight	tight	onslaught
blight	wight “human”	
dight “adorn”	wright	doughty
flighty		wrought
hight “named”	distraught	

Item 4. A good discussion question could be, <Why does the text say that all the words in the table contain the meaning “two”? Some are very straightforward: *twice, twin*. Others are slightly more subtle: *between, twilight, twist, twine, twig*. *Twenty*(twe+nty) means “two tens.” *Twelve* (twe+lve) means “two left over (past ten)”; the fragment *Ive* is related to *leave* and *left*. (*Eleven* (e+lven) means “one left over”; the fragment *e* echoes Old English *ā n* “one.”) All of these words contain the descendant of an ancient Indo-European root, **dwo-*, which meant “two.”

Item 5. All three of these words were in Middle English usually spelled without the < b >. The < b >’s were added in the 15th or 16th centuries, because of the < b >’s in the Latin source words.

Item 6. The “sound a little like our [ch]” is the sound you hear at the end of the Scottish pronunciation of *loch* and the German pronunciation of *Bach*.

After the very predictable major spellings <t>, < tt >, and <ed>, the spelling of [t] is complicated by a number of different minor spellings like the four discussed in the lesson. Here are some others that you may or may not want to discuss with the students:

1. [t] = [dt] in *veldt*, which comes from South African Afrikaans, and finally from the Dutch word *veldt* “field.” *Veldt* has a variant spelling *veld*, in which we would have to say that [t] = <d>.

2. [t] = <ct>. The only stem word in which [t] is spelled <ct> is *indict*, as in *indictment*. *Indict* has always been pronounced much as it is today: [ɪndɪt̄]. It used to be spelled <indite>, which fit the pronunciation better. But people came to feel that its base should be *dict*, the same as that in *predict* and *dictate*, to reflect its Latin source, *indictāre*. They changed the spelling to <indict>, but they didn't change the pronunciation. The earlier spelling <indite> still lives in the related word *indite*, "to compose or write, especially poetry." Dictionaries show a [kt] in *adjective*, though in rapid speech it probably sounds more like [ædjɪv], with [t] spelled <ct>. Notice that <ct> is usually [kt]: *affect*, *collect*, *electric*, etc.

3. [t] = <th> in *Thomas*, *Thames*, and *thyme*. For more on the [t]-[th] confusion in earlier English, see *AES*, p. 343.

4. [t] = <pt> in *receipt* and in words that contain or were taken to contain the Greek base *pter* "wing": *pterodactyl*, *pterosaur*, *ptarmigan*. (In *helicopter* the syllable division leads to [pt] rather than [t].) The <pt> spelling also occurs in *ptomaine*, the base of which *ptom*, descends from the Greek word *ptoma* "corpse.". In Middle English *receipt* was usually spelled without the < p >, but after the 16th century the < p > became standard because of its presence in the Latin source word, *recepta*. It is related to *conceit* and *deceit*, which did not reintroduce the < p >.

For more on the minor spellings of [t] see *AES*, pp. 343-46.

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. **-en¹ “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. **-en² “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 8.16:

Adjective	= Noun	+ Suffix
golden	= <i>gold</i>	+ <i>en</i>
waxen	= <i>wax</i>	+ <i>en</i>
waxen	= <i>earth</i>	+ <i>en</i>
earthen	= <i>wood</i>	+ <i>en</i>
woolen	= <i>wool</i>	+ <i>en</i>

4. **-en³, 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 seemed okay” vs. “Right now it seems 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 8.17:

Verb	= Adjective	+ Suffix
brighten	= <i>bright</i>	+ <i>en</i>
darken	= <i>dark</i>	+ <i>en</i>
deepen	= <i>deep</i>	+ <i>en</i>
fatten	= <i>fat</i> + <i>t</i>	+ <i>en</i>
flatten	= <i>flat</i> + <i>t</i>	+ <i>en</i>
harden	= <i>hard</i>	+ <i>en</i>
lighten	= <i>tight</i>	+ <i>en</i>
moisten	= <i>moist</i>	+ <i>en</i>

5. Now try some the other way around, showing any changes:

TABLE 8.18:

Adjective	+ Suffix	= Verb
sad + <i>d</i>	+ <i>en</i>	= <i>sadden</i>
sharp	+ <i>en</i>	= <i>sharpen</i>
short	+ <i>en</i>	= <i>shorten</i>
sick	+ <i>en</i>	= <i>sicken</i>
soft	+ <i>en</i>	= <i>soften</i>
straight	+ <i>en</i>	= <i>straighten</i>
sweet	+ <i>en</i>	= <i>sweeten</i>
thick	+ <i>en</i>	= <i>thicken</i>
tight	+ <i>en</i>	= <i>tighten</i>
tough	+ <i>en</i>	= <i>toughen</i>
weak	+ <i>en</i>	= <i>weaken</i>
wid e	+ <i>en</i>	= <i>widen</i>

Teaching Notes.

Item 1. The two suffixes *-er* are introduced in Book 1, Lessons 28-29.

There are three related terms: *homograph*, *homophone*, *homonym*. Notice that the two homographic suffixes *-er* have the same spelling, different meanings, and the same pronunciation. Some homographs have different pronunciations: *buffet* [búft] “to strike” vs. *buffet* [bfā] “a type of meal,” for instance, or *bow* [bō] vs. *bow* [boù].

Homophones are words that have the same sound but different spellings and meanings - for instance, the infamous *there*, *their*, *they’re* or *to*, *too*, *two*. The elements in *homophone* are *homo* “same” + *phone* “sound.”

The word *homonym* (*homo* “same” + *onym* “name”) is sometimes used to mean either *homophone* or, less often, *homograph*. But technically, homonyms are words that are both homographs and homophones—for instance, *bear* “the animal that lives in the woods” and *bear* “to carry or endure.” In this sense the two suffixes *-er* and the five suffixes *-en* would be homonyms, but it seems better to reserve the word *homonym* to refer just to words, so we call the suffixes in question homographs not homonyms.

Item 2. Actually, the <r>in *children* is also an old plural ending: In Old English a few nouns formed their plural with the *-r* suffix: *child*, *childer*. In the case of *children*, the original plural with *-r* was later not recognized as a plural, so the then-more-common plural suffix *-en* was added. Thus, *children* is actually a double plural. In Old English the

singular *brother* was *brōthor*, the plural was sometimes *brōthor*, sometimes *brōthru*. By Middle English *brother* had acquired three different plural forms: *brōtheres*, *brēther* (as with *goose*, *geese*), and *brēthren*, with the *-en* ending. In time the old plural *brethren* took on the specialized religious meaning it has today, and the more general plural form was with the regular *-s* plural, *brothers*. So *brethren* is also a double plural.

Item 3. Nouns are introduced in Book 2, Lesson 24. The definition given here of *adjective* is a good starter, but it “leaks” a bit. For instance, although a sentence like “That clock thing seemed okay” makes sense, *clock* is not an adjective. It is a noun used attributively - that is, to provide much the same kind of detail that adjectives provide. But *clock* does not behave the way adjectives do. For instance, from the phrase “that golden thing” we can say “that thing is golden”, but from *that clock thing* we can’t say *“that thing is clock”. Also we can say “that very golden thing”, but not *“that very clock thing”. And we can say “that thing is more golden”, but we cannot say *“that thing is more clock”. *Golden* is an adjective, but *clock* is not; it is a noun. This is probably more grammar than you need to get into.

For fun you might ask the students the difference between a wood stove and a wooden stove, the former being a stove that burns wood, the latter a stove made of wood, which would probably not be too practical.

Item 4. Verbs are introduced in Book 3, Lesson 8.

8.8 Lesson Thirty-two

More Suffixes Spelled <en>

1. **-en⁴ changes nouns into verbs.** This is actually the same as *-en³*, but we will treat them separately because of the difference between having adjectives or nouns as stems.

TABLE 8.19:

Verb	= Noun	+ Suffix
frighten	= <i>fright</i>	+ <i>en</i>
happen	= <i>hap + p</i>	+ <i>en</i>
hasten	= <i>hasté</i>	+ <i>en</i>
hearten	= <i>heart</i>	+ <i>en</i>
heighten	= <i>height</i>	+ <i>en</i>
lengthen	= <i>length</i>	+ <i>en</i>
strengthen	= <i>strength</i>	+ <i>en</i>
threaten	= <i>threat</i>	+ <i>en</i>

2. **-en⁵ 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 8.20:

Past Participle	= Verb	+ Suffix
beaten	= <i>beat</i>	+ <i>en</i>
broken	= <i>broké</i>	+ <i>en</i>
chosen	= <i>chosé</i>	+ <i>en</i>
driven	= <i>drivé</i>	+ <i>en</i>
eaten	= <i>eat</i>	+ <i>en</i>
fallen	= <i>fall</i>	+ <i>en</i>
forbidden	= <i>forbid + d</i>	+ <i>en</i>

TABLE 8.20: (continued)

Past Participle	= Verb	+ Suffix
frozen	= <i>froz</i> ϕ	+ <i>en</i>
given	= <i>giv</i> ϕ	+ <i>en</i>
proven	= <i>prov</i> ϕ	+ <i>en</i>

4. Now try some the other way around. Add each verb and suffix to make a past participle:

TABLE 8.21:

Verb	+ Suffix	= Past Participle
<i>ris</i> ϕ	+ <i>en</i>	= <i>risen</i>
<i>spok</i> ϕ	+ <i>en</i>	= <i>spoken</i>
<i>stol</i> ϕ	+ <i>en</i>	= <i>stolen</i>
<i>tak</i> ϕ	+ <i>en</i>	= <i>taken</i>
got + <i>t</i>	+ <i>en</i>	= <i>gotten</i>
forbid + <i>d</i>	+ <i>en</i>	= <i>forbidden</i>
<i>mistak</i> ϕ	+ <i>en</i>	= <i>mistaken</i>
forgot + <i>t</i>	+ <i>en</i>	= <i>forgotten</i>
<i>overtak</i> ϕ	+ <i>en</i>	= <i>overtaken</i>
<i>aris</i> ϕ	+ <i>en</i>	= <i>arisen</i>

5. Many past participles are used as adjectives, and many of these adjectives appear in compound words. Analyze each of the following compounds:

TABLE 8.22:

Compound Word	= Free Stem #1	+ Verb	+ Suffix
browbeaten	= <i>brow</i>	+ <i>beat</i>	+ <i>en</i>
downfallen	= <i>down</i>	+ <i>fall</i>	+ <i>en</i>
heartbroken	= <i>heart</i>	+ <i>brok</i> ϕ	+ <i>en</i>
housebroken	= <i>house</i>	+ <i>hous</i> ϕ	+ <i>en</i>
outspoken	= <i>out</i>	+ <i>spok</i> ϕ	+ <i>en</i>
overtaken	= <i>over</i>	+ <i>tak</i> ϕ	+ <i>en</i>
weatherbeaten	= <i>weather</i>	+ <i>beat</i>	+ <i>en</i>
downtrodden	= <i>down</i>	+ <i>trod</i> + <i>d</i>	+ <i>en</i>
handwoven	= <i>hand</i>	+ <i>wov</i> ϕ	+ <i>en</i>
undertaken	= <i>under</i>	+ <i>tak</i> ϕ	+ <i>en</i>

Teaching Notes.

Item 2. Past participles can lead directly to the wonderful intricacy of verb phrases, by which we organize time and signal our perspective on the actions we talk about. As part of the complete verb, or verb phrase, past participles must always have some form of the helping verbs *be* or *have* or both preceding them: *The wallet was stolen. He has stolen the wallet. The wallet has been stolen. He had stolen the wallet. He could have stolen the wallet. He should not have stolen the wallet. The wallet could have been stolen.* And so on. But past participles are also very common as adjectives: *the stolen wallet.*

It is easy enough to see why past participles have the word *past* in their name. The *participle* is less obvious: It comes from the Latin *participium* “a sharing or partaking.” *Participle* is related to *participate*. In English *participle* originally referred to a person or thing that partook of the nature of two different species. This now-obsolete meaning is clear in this 17th century quotation from Sir Thomas Herbert: “Bats, flying fish, and Seals be participles of nature

and species of a doubtful kind, participating both of Bird and Beast.” Our participles are so called because they participate both of verb and adjective.

A number of verbs have two past participle forms, one with *-(e)n*, one with *-ed*. Among the most common are *mow* (*mowed, mown*), *prove* (*proved, proven*), *sew* (*sewed, sewn*), *show* (*showed, shown*), *swell* (*swelled, swollen*).

8.9 Lesson Thirty-three

Test four

TABLE 8.23:

Words

1. *gentle*
2. *tattoo*
3. *debts*
4. *yacht*
5. *attracting*
6. *forbidden*
7. *frightens*
8. *taught*
9. *throttled*
10. *heartbroken*

Analysis

[t] = <t> [j] = <g>
 [t] = <t> and <tt>, [ū] = <oo>
 [t] = <bt>, <s> = [s]
 [t] = <cht> [o] = <a>
 [t] = <tt> Prefix + Stem + Suffix = ad + t + tract + ing
 Verb + Suffix = forbid + d + en
 <s> = [z] Noun + Suffix¹ + Suffix² = fright + en + s
 [t] = <t> and <ght>, [o] = <au>
 [t] = <tt> Verb + Suffix = throttl + ed
 Noun + Verb + Suffix = heart + brok + en

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, *ad* + *t* + *tempt* and *ad* + *p* + *pear*.

In the same way, when the prefix *sub-* is added to a stem, the and [b] often assimilate to become more similar to the stem's first letter and sound. Thus, *sub* + *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 and [b] have assimilated, and in some they have not. Analyze each word into its prefix and stem, showing any assimilation:

TABLE 8.24:

Word	= Prefix	+ Stem
summon	= <i>sub</i> + <i>m</i>	+ <i>mon</i>
success	= <i>sub</i> + <i>c</i>	+ <i>cess</i>
supply	= <i>sub</i> + <i>p</i>	+ <i>ply</i>
subject	= <i>sub</i>	+ <i>ject</i>
suffer	= <i>sub</i> + <i>f</i>	+ <i>fer</i>
support	= <i>sub</i> + <i>p</i>	+ <i>port</i>
submarine	= <i>sub</i>	+ <i>marine</i>
sufficient	= <i>sub</i> + <i>f</i>	+ <i>ficient</i>
suppose	= <i>sub</i> + <i>p</i>	+ <i>pose</i>
substitute	= <i>sub</i>	+ <i>stitute</i>
suburbs	= <i>sub</i>	+ <i>urbs</i>
succeed	= <i>sub</i> + <i>c</i>	+ <i>ceed</i>
surrogate	= <i>sub</i> + <i>r</i>	+ <i>rogate</i>
suppress	= <i>sub</i> + <i>p</i>	+ <i>press</i>
suggest	= <i>sub</i> + <i>g</i>	+ <i>gest</i>
submitting	= <i>sub</i>	+ <i>mitting</i>

2. Sort the words into these two groups:

TABLE 8.25: Words in which the [b] and the

assimilated:

summon
success
supply
suffer
support
sufficient
suppose
succeed
surrogate

did not assimilate:

subject
submarine
substitute
suburbs
submitting

TABLE 8.25: (continued)

assimilated:

suppress
suggest

did not assimilate:

3. Now sort the words in which the < b > and [b] assimilated into these groups:

TABLE 8.26: Words in which the

<f>

suffer
sufficient

<c>

success
succeed

<p>

supply
support
suppose
suppress

TABLE 8.27: Words in which the

<g>

suggest

<m>

summon

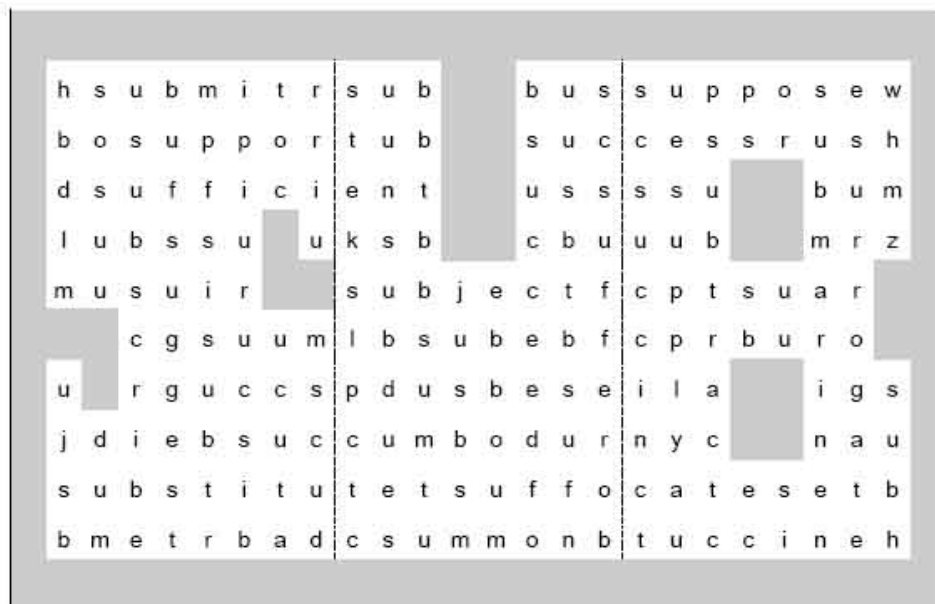
<r>

surrogate



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✓



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 8.28:

Word	= Prefix	+ Stem
include	= <i>in</i>	+ <i>clude</i>
independent	= <i>in</i>	+ <i>dependent</i>
invisible	= <i>in</i>	+ <i>visible</i>
involve	= <i>in</i>	+ <i>volve</i>
incomplete	= <i>in</i>	+ <i>complete</i>
insignificant	= <i>in</i>	+ <i>significant</i>
invent	= <i>in</i>	+ <i>vent</i>
insane	= <i>in</i>	+ <i>sane</i>
inexpensive	= <i>in</i>	+ <i>expensive</i>
intend	= <i>in</i>	+ <i>tend</i>
inspect	= <i>in</i>	+ <i>sped</i>
insist	= <i>in</i>	+ <i>sist</i>

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 8.29: Words in which

means “no, not”	does not mean “no, not”
<i>independent</i>	<i>include</i>
<i>invisible</i>	<i>involve</i>
<i>incomplete</i>	<i>invent</i>
<i>insignificant</i>	<i>intend</i>
<i>insane</i>	<i>inspect</i>
<i>inexpensive</i>	<i>insist</i>

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?

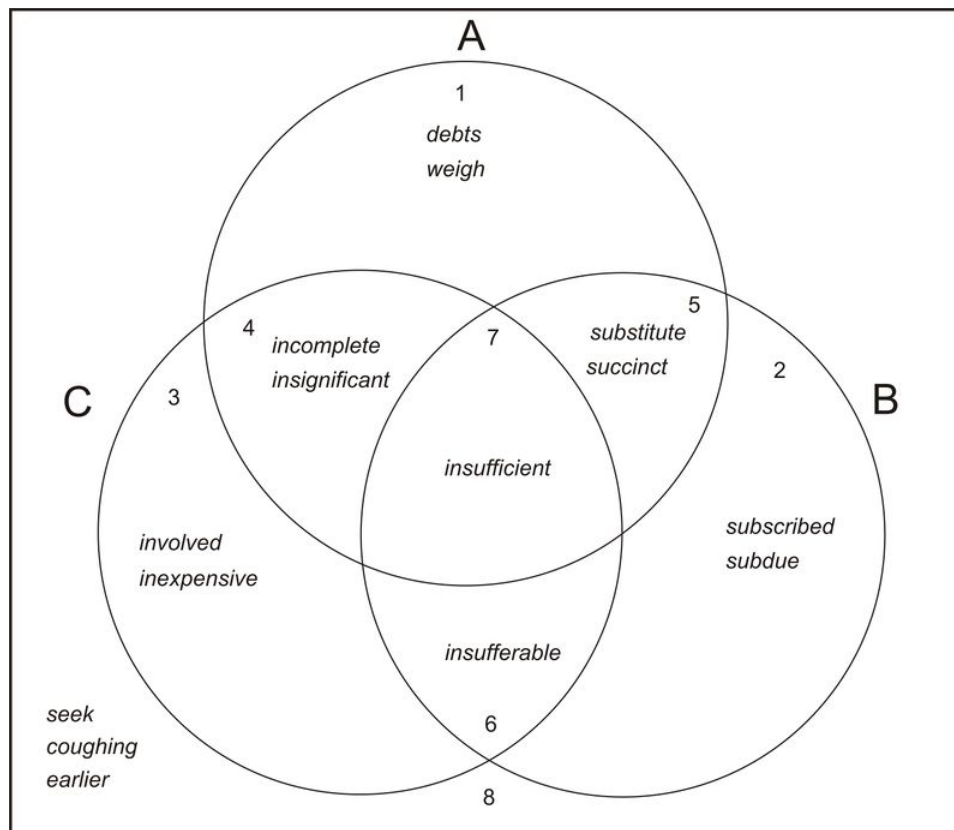
TABLE 8.30:

Word	Stem	Meaning of Stem
include	clude	“shut, close”
involve	volve	“roll, turn”
invent	vent	“come”
intend	tend	“stretch”
inspect	spect	“look”
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✓



Teaching Notes.

The existence of the two *in-*'s explains the sign *inflammable* on tanker trucks that some people wonder about. It is obviously an instance of the *in-* that means “in,” not the one that means “not.”

Item 1. The bases contained in the stems in this table include the following, which are discussed in the Teaching Notes indicated: *vise*(4:13), *sign* (4:13), *fic* (a form of the *fice* in 4:34), *vent* (1:12, 4:13), *tend* (4:12), *spect* (3:43).

Other bases in this table are these: *pend* “hang, cause to hang” occurs in *append*, *appendix*, *compendium*, *expend*, *impending*, *pendant*, *pendulous*, *perpendicular*, *suspend*. *Clude* “close, shut” occurs in *exclude*, *preclude*, *occlude*; it has a partner form *cluse*, as in *exclusion*, *recluse*, etc. *Volve* “roll, turn” occurs in *devolve*, *evolve*, *revolve*; it has a partner form *volute*, as in *evolution*, *revolution*...*Plete* “fill” occurs in *complete*, *deplete*, *expletive*, *replete*. *Sane* “health” occurs in *sanitorium*, *sanitary*, *sanitarium*. *Pense* “hang, cause to hand, weight, consider” is a partner form to *pend* (*expend* vs. *expense*, etc.) and occurs in *compensate*, *dispenser*, *pension*, *pensive*, *prepense*, *propensity*, *suspense*. *Sist* “set, place, stand, stop” occurs in *assist*, *consist*, *desist*, *exist* (with the typical < s >-deletion after ex-), *persist*, *resistance*, *subsistence*.

Item 4. The discussion answers here can be expected to get a bit loose and idiosyncratic, but what we have in mind are things like “When you include something with something else, you kind of shut them in together” - that sort of thing. The point is to get the students to see that their minds can find sometimes surprising, if sometimes rather attenuated, connections between current word meanings and the earlier meanings of their elements, thus helping dispel some of the arbitrariness that youngsters can feel in the words in the lexicon.

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 8.31:

Word	= Prefix	+ Stem
immediate	= <i>in</i> + <i>m</i>	+ <i>mediate</i>
individual	= <i>in</i>	+ <i>dividual</i>
inform	= <i>in</i>	+ <i>form</i>
irregular	= <i>ir</i> + <i>r</i>	+ <i>regular</i>
illustrate	= <i>ill</i> + <i>l</i>	+ <i>lustrate</i>
invested	= <i>in</i>	+ <i>vested</i>
illusion	= <i>ill</i> + <i>l</i>	+ <i>lusion</i>
immense	= <i>im</i> + <i>m</i>	+ <i>mense</i>

2. Sort the words into these groups:

TABLE 8.32: Words in which <n>. . .

changed to <m>	changed to <r>	changed to <l>	did not change
<i>immediate</i>	<i>irregular</i>	<i>illustrate</i>	<i>individual</i>
<i>immense</i>		<i>illusion</i>	<i>inform</i>
			<i>invested</i>

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 8.33:

Word	= Prefix	+ Stem
impress	= <i>im</i> + <i>press</i>	+ <i>press</i>
inquire	= <i>in</i>	+ <i>quire</i>

TABLE 8.33: (continued)

Word	= Prefix	+ Stem
improve	= <i>im</i> + <i>m</i>	+ <i>prove</i>
insufficient	= <i>in</i>	+ <i>sufficient</i>
important	= <i>im</i> + <i>m</i>	+ <i>portant</i>
indicted	= <i>in</i>	+ <i>dicted</i>
imbalance	= <i>im</i> + <i>m</i>	+ <i>balance</i>
impossible	= <i>im</i> + <i>m</i>	+ <i>possible</i>

5. The five words in which the <n>changed to <m>are . . .

impress *important* *impossible*
improve *imbalance*

6. Sometimes the <n>in the prefixes *in-* assimilates partially to <m> before stems that start with the letters and <p>.

Teaching Notes.

Item 1. The word *balance* comes from Latin *bilanx*(*bi* “two” + *lanx* “plate”) - as in the two plates, or pans, in a balance scale.

Item 3. The assimilation of [n] to [m] before [b] and [p] makes pronunciation easier because the mouth has to move less to get from [m] to [b] or [p] than it does to get to [b] or [p] from [n]. The sounds [m], [b], and [p] are all pronounced with the lips together and the tongue in the same position ; the sound [n] is pronounced with the tip of the tongue pushed against the back of the upper dental ridge. This process of partial assimilation continues. For instance, the word *input* is probably pronounced more often with [m] rather than [n], and *Webster’s Third International* lists *imput* as a variant of *input*. Partial assimilation is also behind the tendency of people to pronounce *hypnotize* with [m] rather than [n] and the more rare tendency of youngsters to pronounce *chimney* with [bl] rather than [n].

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 8.34:

Word	= Prefix	+ Stem
opposite	= <i>ob</i> + <i>p</i>	+ <i>posite</i>
object	= <i>ob</i>	+ <i>ject</i>
observe	= <i>ob</i>	+ <i>serve</i>
occupy	= <i>ob</i> + <i>c</i>	+ <i>cupy</i>
offer	= <i>ob</i> + <i>f</i>	+ <i>fer</i>
obtain	= <i>ob</i>	+ <i>tain</i>
opportunity	= <i>ob</i> + <i>p</i>	+ <i>portunity</i>
occur	= <i>ob</i> + <i>c</i>	+ <i>cur</i>
obstacle	= <i>ob</i>	+ <i>stacle</i>
occupation	= <i>ob</i> + <i>c</i>	+ <i>cupation</i>
obvious	= <i>ob</i>	+ <i>vious</i>
oppose	= <i>ob</i> + <i>p</i>	+ <i>pose</i>
oblige	= <i>ob</i>	+ <i>lige</i>
occasion	= <i>ob</i> + <i>c</i>	+ <i>casion</i>
offense	= <i>ob</i> + <i>f</i>	+ <i>fense</i>

2. Now sort the twelve words into these two groups:

TABLE 8.35: Words in which the

assimilated:		did not assimilate:
<i>opposite</i>	<i>oppose</i>	<i>object</i>
<i>occupy</i>	<i>occasion</i>	<i>observe</i>
<i>offer</i>	<i>offense</i>	<i>obtain</i>
<i>opportunity</i>		<i>obstacle</i>
<i>occur</i>		<i>obvious</i>
<i>occupation</i>		<i>oblige</i>

3. Now sort the nine words in which the < b > assimilated into these three groups:

TABLE 8.36: Words in which

<c>	<f>	< p >
<i>occupy</i>	<i>offer</i>	<i>opposite</i>
<i>occur</i>	<i>offense</i>	<i>opportunity</i>

TABLE 8.36: (continued)

<c>	<f>	< p >
<i>occupation</i>		<i>oppose</i>
<i>occasion</i>		



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

Teaching Notes. Here are some of the possible words:

input
into
intro
ion

pointy
pony
poor
pop

rot
rout
ruin
run

tun
turn
turnip
tut

iron	port	runt	tutor
irony	portion	runty	typo
nip	pot	rut	tyro
nippy	potion	rutty	unit
nit	potty	tin	unity
nitty	pour	tint	unrip
nor	pout	tiny	unroot
nori	pouty	tip	unto
not	print	tippy	upon
nut	printout	tiptop	uppity
nutty	prion	tiro	uproot
opt	pronto	too	yip
option	prop	toon	yon
ort	proton	toot	you
our	pry	top	your
out	pun	tor	your
outpoint	punitory	torn	
pin	punt	tort	
pinot	punty	tot	
pint	punny	tour	
pinup	purity	toy	
piny	put	trio	
pion	putt	trip	
pion	putt	trip	
pip	putty	triton	
pit	riot	troop	
piton	rip	trot	
pity	root	trout	
poi	rooty	try	
point	ropy	tryout	

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 8.37:

Word	Formula	= Analysis
misaddressed	$Pr^1 + Pr^2 + St + Su$	= <i>mis + ad + dress + ed</i>
assuring	$Pr + St + Su$	= <i>aɹ + s + surɹ + ing</i>
misinforms	$Pr^1 + Pr^2 + St + Su$	= <i>mis + in + form + s</i>
submariner	$Pr + St + Su$	= <i>sub + marinɹ + er</i>
successfully	$Pr + St + Su^1 + Su^2$	= <i>subɹ + c + cess + ful + ly</i>
observers	$Pr + St + Su^1 + Su^2$	= <i>ob + servɹ + er + s</i>
illustrating	$Pr + St$	= <i>ih + l + lustrating</i>
unimpressed	$Pr^1 + Pr^2 + St + Su$	= <i>un + ih + m + press + ed</i>
reoccurring	$Pr^1 + Pr^2 + St + Su$	= <i>re + obɹ + c + cur + r + ing</i>
adventurers	$Pr + St + Su^1 + Su^2$	= <i>ad + venture + er + s</i>
disappearing	$Pr^1 + Pr^2 + St + Su$	= <i>dis + aɹ + p + pear + ing</i>
inquirers	$Pr + St + Su^1 + Su^2$	= <i>in + quirɹ + er + s</i>
suppliers	$Pr + St + Su^1 + Su^2$	= <i>subɹ + p + ply + i + er + s</i>
unaccompanied	$Pr^1 + Pr^2 + St + Su$	= <i>un + aɹ + c + company + i + ed</i>
uninvolved	$Pr^1 + Pr^2 + St + Su$	= <i>un + in + volvɹ + ed</i>
misassigned	$Pr^1 + Pr^2 + St + Su$	= <i>mis + aɹ + s + sign + ed</i>
subscribers	$Pr + St + Su^1 + Su^2$	= <i>sub + scribeɹ + er + s</i>
disadvantaged	$Pr^1 + Pr^2 + St + Su$	= <i>dis + ad + vantagɹ + ed</i>
unassisted	$Pr^1 + Pr^2 + St + Su$	= <i>un + aɹ + s + sist + ed</i>
sufferers	$Pr + St + Su^1 + Su^2$	= <i>subɹ + f + fer + er + s</i>
unaffected	$Pr^1 + Pr^2 + St + Su$	= <i>un + aɹ + f + fect + ed</i>
substituting	$Pr + St + Su$	= <i>sub + stituteɹ + ing</i>
straightened	$St + Su^1 + Su^2$	= <i>straight + en + ed</i>
occupies	$Pr + St + Su$	= <i>obɹ + c + cupy + i + es</i>

2. Combine the following prefixes, stems, and suffixes. Again, be sure to show all changes that occur when the elements combine:

TABLE 8.38:

Prefixes, Stems, and Suffixes

un + aɹ + p + provɹ + ed

dis + aɹ + p + point + ment + s

in + form + er + s

= Word

= *unapproved*

= *disappointments*

= *informers*

TABLE 8.38: (continued)

Prefixes, Stems, and Suffixes

ad + just + er + s

ad + c + cid + ent + al + ly

re + ob + cur + r + ing

op + p + portun + ist + s

sub + g + gest + ion + s

sub + tract + ion

op + p + posit + ion

in + de + pend + ent + ly

il + l + lustr + at + ion + s

ad + s + sort + ment

ad + s + sign + ment

il + l + lus + ion + s

in + vent + or + s

ad + opt + ion

= Word= *adjusters*= *accidentally*= *reoccurring*= *opportunists*= *suggestions*= *subtraction*= *opposition*= *independently*= *illustrations*= *assortment*= *assignment*= *illusions*= *inventors*= *adoption*

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:

ac <u>com</u> pany	<u>p</u> oison	equ <u>ip</u> ment	syru <u>p</u>
su <u>pp</u> ly	ap <u>pr</u> oved	su <u>pp</u> ort	<u>p</u> referred
<u>p</u> ur <u>l</u> e	sl <u>ee</u> p	in <u>de</u> pendent	wr <u>ap</u> per
im <u>pr</u> ove	at <u>te</u> mpted	wor <u>sh</u> ip	ste <u>pp</u> arent
<u>p</u> at <u>te</u> rn	oc <u>cu</u> py	ac <u>co</u> mplish	op <u>po</u> site

2. Sort the twenty words into these three groups:

TABLE 8.39: Words with [p] ...

at the front:

purple
pattern
poison
preferred

in the middle:

accompany
supply
purple
improve
approved
attempted
occupy

equipment
support
independent
accomplish
wrapper
stepparent
opposite

at the end:

sleep
worship
syrup

3. You should have found two ways to spell [p]: < p > and < pp >.

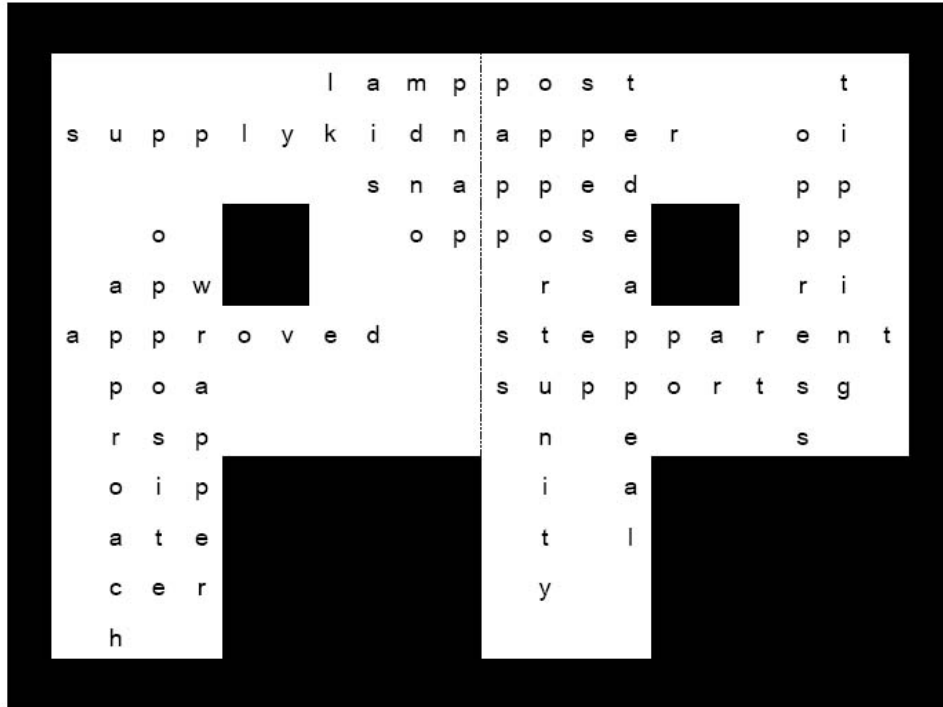
4. Does the spelling <pp> come at the front of any of these words? No. How is [p] spelled at the front of words? < p >. Does the <pp> spelling come at the end of any of these words? No. How is [p] spelled at the end of words? < p >.

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✓



Teaching Notes.

Item 2. Some students may point out that although a word like *improve* has a [p] in the middle of it, the [p] is actually at the beginning of the word *prove* within the word *improve*. They may also point out that you can analyze the compound *stepparent* into its two free stems: *step+parent* and that *step* has a [p] at the end while *parent* has a [p] at the beginning. Such questions should be encouraged: They are a sign that the students are seeing complex words in terms of their elements, which is one of the things this program strives for. Tell such students that they are absolutely right, but that in this item they are being asked simply to sort out the words that are in the list. The rule that is worked out in subsequent lessons for choosing between < p > and <pp> when spelling [p] is not affected by the fact that some of the words listed in this item have [p]'s at the beginning or end of shorter words that they contain.

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 8.40:

Word	= Analysis	Reason for <pp>
lamppost	= <i>lamp + post</i>	Simple addition
appears	= <i>ad + p + pears</i>	Assimilation
tipping	= <i>tip + p + ing</i>	Twinning
wrapper	= <i>wrap + p + er</i>	Twinning
suppose	= <i>sub + p + pose</i>	Assimilation
oppose	= <i>ob + p + pose</i>	Assimilation
snapped	= <i>snap + p + ed</i>	Twinning
approaches	= <i>ad + p + proaches</i>	Assimilation
opportunity	= <i>ob + p + portunity</i>	Assimilation
supply	= <i>sub + p + ply</i>	Assimilation
apply	= <i>ad + p + ply</i>	Assimilation
slipper	= <i>slip + p + er</i>	Twinning
oppress	= <i>ob + p + press</i>	Assimilation
suppress	= <i>sub + p + press</i>	Assimilation
stepparent	= <i>step + parent</i>	Simple addition
unwrapped	= <i>unwrap + p + ed</i>	Twinning
opposite	= <i>ob + p + posite</i>	Assimilation
support	= <i>sub + p + port</i>	Assimilation
kidnapping	= <i>kidnap + p + ing</i>	Twinning

3. Think of another word that contains the spelling <pp> for each of the following reasons. Then analyze each word:

TABLE 8.41:

Reason	Word	Analysis
Simple Addition	Answers will vary.	Answers will vary.

TABLE 8.41: (continued)

Reason	Word	Analysis
Twinning		
Assimilation		

4. Three reasons for spelling [p] <pp>are . . .

Assimilation

Twinning

Simpleaddition

8.17 Lesson Forty-one

Test Five

TABLE 8.42:

Words

1. *independent*
2. *opportunity*
3. *wrapper*
4. *observe*
5. *sufferers*
6. *illustrates*
7. *approached*
8. *succeeding*
9. *substitute*
10. *occurring*

Fill in the blanks

[p] = < p >

[p] = < pp >

[p] = < pp >, [r] = < wr > and < r >

Pr + St = ob + serve

Pr + St + Su¹ + Su² = sub + f + fer + er + s

Pr + St + Su = in + l + lustrate + s

Pr + St + Suffix = ad + p + proach + ed

Pr + St + Su = sub + c + ceed + ing

Pr + St = sub + stitute

Pr + St + Su = oc + 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 short if it is stressed.

In the vcv pattern the vowel will usually be long if it is stressed.

In the vc# pattern the vowel will usually be short if it is stressed.

2. Underline the letters that spell [p] in each of the following words:

accept

vcc

escape

vcv

worship

vc

occupy

vcv

aspirin

vcc

whisper

vcc

type

vcv

unwrap

vc

pepper

vcc

chapter

vcc

glimpse

vcc

baptize

vcc

symptom

vcc

vapor

vcv

friendship

vc

happiness

vcc

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 4 words with the pattern VCV.

There are 3 words with the pattern VC#.

There are 9 words with the pattern VCC.

4. Sort the sixteen words into the following matrix.

TABLE 8.43: words with the pattern. . .

	VCC	VCV	VC#
Words with a short vowel before the < p >	<i>accept</i> <i>aspirin</i> <i>pepper</i> <i>symptom</i> <i>whisper</i> <i>chaper</i> <i>glimpse</i> <i>baptize</i> <i>happiness</i>		<i>worship</i> <i>friendship</i> <i>unwrap</i>
Words with a long vowel before the < p >		<i>escape</i> <i>vapor</i> <i>type</i> <i>occupy</i>	

5. After a long vowel in the VCV pattern [p] is always spelled < p >. After a short vowel in the VC# pattern [p] is always spelled < p >. After a short vowel in the VCC pattern [p] is sometimes spelled < p > and sometimes it is spelled <pp>.

6. Sort the words with the VCC pattern into the following two groups:

TABLE 8.44: Words with [p] spelled ...

<pp>		< p >	
<i>pepper</i>	<i>accept</i>	<i>whisper</i>	<i>baptize</i>
<i>happiness</i>	<i>aspirin</i>	<i>chapter</i>	
	<i>symptom</i>	<i>glimpse</i>	

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*?

Teaching Notes.

Item 2. If the first [p] in *pepper* confuses students, just point out that the instructions say to find the closest vowel before the [p] in the word, but there is no vowel before the first [p] in *pepper*, so they do not have to worry about it.

If questions come up about the base of the word *aspirin*, here is the story: The word *aspirin* was originally a German trademark made up from the first letters of the German chemical name *Acetyl Spirsäure* (acetyl salicylic acid) plus the chemical suffix *-in*, common at the end of chemical compounds. *Pepper* is neither something that peps nor something that is more pep; it comes to English through Latin and Greek, ultimately from the Sanskrit word for “pepper tree,” *pippalam*. Sanskrit is an ancient language of India. *Escape* analyzes to *ex* + *s+cape*. Its original meaning was “to get out of one’s cape.” The prefix *ex*-undergoes some unusual assimilations (see *AES*, pp. 181-83). In some French and Italian adoptions, the <x> becomes <s>: *escape*, *escort*, *esplanade*, *espresso*. *Whisper* is a single free base. *Chapter* comes ultimately from Latin *capitulum* (*capit* “head” + *ulum* “little”). Over the centuries the [l] changed to [r]. Notice that we still call chapter titles *headings*. *Vapor* comes from Latin *vapor* “steam, vapor.” It occurs in *evaporate*, which has another assimilated *ex*-. *ex* + *vapor* + *ate*.

Item 7, The point here is that in words like *aspirin*, *glimpse*, and the other five words with [p] spelled < p > in a VCC pattern, there are other consonants to fill out the CC: the < s > in *aspirin*, the <m> (and for good measure, the < s >) in *glimpse*. In words like *pepper* and *happiness* we need the second < p > to fill out the VCC pattern. Remind them that the need for a second consonant in VCC patterns is what causes us to twin final consonants in words like *wrapper*.

8.19 Lesson Forty-three

Words With <ple>and <pple>

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 *VCle* pattern, as in *title*, the vowel will be long, but in the *VCcle* pattern, as in *tattle*, the vowel will be short.

The *VCle* and *VCcle* patterns hold for words that have the letters <le>right after the sound [p]. Underline the letters that spell [p] in each word:

pine <u>ap</u> ple	cri <u>pp</u> le	sa <u>mp</u> le	sta <u>pl</u> e	am <u>p</u> le
si <u>mp</u> le	ri <u>pp</u> le	te <u>mp</u> le	qua <u>drup</u> le	ma <u>p</u> le
disci <u>p</u> le	ste <u>ep</u> le	exa <u>mp</u> le	sup <u>pl</u> e	peo <u>pl</u> e

2. Sort the fifteen words into this matrix:

TABLE 8.45: Words in which the [p] comes right after a ...

	consonant sound	long vowel sound	short vowel sound
Words with [p] spelled < p >:	<i>simple</i> <i>sample</i> <i>temple</i> <i>example</i> <i>ample</i>	<i>disciple</i> <i>steeple</i> <i>staple</i> <i>quadruple</i> <i>maple</i> <i>people</i>	
Words with [p] spelled <pp>:			<i>pineapple</i> <i>cripple</i> <i>ripple</i> <i>supple</i>

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 < p >. But if the [p] comes right after a short vowel sound, the [p] is spelled <pp>.

4. Sort the words with short vowels before the [p] into these two groups:

TABLE 8.46: Words with [p] spelled . . .

< p >	<pp>
<i>simple</i>	<i>pineapple</i>
<i>sample</i>	<i>cripple</i>
<i>temple</i>	<i>ripple</i>
<i>example</i>	<i>supple</i>
<i>ample</i>	

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 long, but in the VCC*le* pattern the vowel is short.

6. Two ways of spelling [p] are < p > and < pp >.

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.

Teaching Notes.

Item 1. *Cripple* and *steeple* are free bases, probably related to *creep* and *steep*. *Ripple* is a free base, of uncertain origin and structure though possibly related to *rip* "a turbulent piece of water." *Sample* is a shortened form of *example*, though we now treat it as a free base. *Staple* "metal fastener" is a free base that comes from Old English *stapol* "post, pillar, column"; *maple* comes from Old English *mapultrēow* "maple tree."

Item 2. Again, it should be made clear to the students that the way the directions are given, other than underlining them, they do not have to worry about the initial < p >'s in *pineapple* and *people*.

8.20 Lesson Forty-four

More Suffixes: -

- 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*.
- 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*.
- The suffixes *-ful*, *-less*, *-ly*, and *-y* can be used to change nouns into adjectives.
- Combine the nouns and suffixes below to make adjectives:

TABLE 8.47:

Noun	+ Suffix	= Adjective
doubt	+ less	= <i>doubtless</i>
doubt	+ ful	= <i>doubtful</i>
sleep	+ less	= <i>sleepless</i>
sleep	+ y	= <i>sleepy</i>
cheer	+ less	= <i>cheerless</i>
cheer	+ ful	= <i>cheerful</i>
cheer	+ y	= <i>cheery</i>
weight	+ y	= <i>weighty</i>
weight	+ less	= <i>weightless</i>
thought	+ ful	= <i>thoughtful</i>
thought	+ less	= <i>thoughtless</i>
daughter	+ ly	= <i>daughterly</i>

- 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 8.48:

Adjective	= Noun	+ Suffix
successful	= <i>success</i>	+ <i>ful</i>
delightful	= <i>delight</i>	+ <i>ful</i>
tricky	= <i>trick</i>	+ <i>y</i>
sightless	= <i>sight</i>	+ <i>less</i>
worshipful	= <i>worship</i>	+ <i>ful</i>
knightly	= <i>knight</i>	+ <i>ly</i>
knotty	= <i>knot</i> + <i>t</i>	+ <i>y</i>
bottomless	= <i>bottom</i>	+ <i>less</i>
flavorful	= <i>flavor</i>	+ <i>ful</i>
twisty	= <i>twist</i>	+ <i>y</i>

TABLE 8.48: (continued)

Adjective	= Noun	+ Suffix
syrupy	= <i>syrup</i>	+ <i>y</i>
lovely	= <i>love</i>	+ <i>ly</i>
joyful	= <i>joy</i>	+ <i>ful</i>
motherless	= <i>mother</i>	+ <i>less</i>
rightful	= <i>right</i>	+ <i>ful</i>
peppery	= <i>pepper</i>	+ <i>y</i>
friendly	= <i>friend</i>	+ <i>ly</i>
motherly	= <i>mother</i>	+ <i>ly</i>

6. Four suffixes that turn nouns into adjectives are *-ful*, *-less*, *-ly*, and *-y*.

Teaching Notes.

Item 2. There is a second suffix spelled <ly>that is used to form adverbs out of adjectives, as in *calm* and *calmly* or *quick* and *quickly*. The students study this second *-ly* suffix in Lesson 30 of Book 7.

Item 4. It may be useful to point out to the students that *-ful* and *-less* form adjectives with almost exactly opposite meanings: *truthful* vs. *truthless*, for instance. The suffixes *-y* and *-less* also often form pairs of opposites, as in *knotty* and *knotless*.

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 <v>.

One reason we have spellings with double letters like <pp>and <tt > is to mark the difference between long and short vowels:

taped	tapped
vcv	vcc
later	latter
vcv	vcc

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 *taped* 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
vcv	vcv	vcv	vcv	vcv
flavor	having	driver	woven	overtake
vcv	vcv	vcv	vcv	vcv
haven't	gives	shovel	several	civilized
vcv	vcv	vcv	vcv	vcv
haven	evening	improve	fever	lovely
vcv	vcv	vcv	vcv	vcv

3. You should have found that all twenty words have the same pattern. That pattern is VCV.

4. Sort the twenty words into the following two groups:

TABLE 8.49: Words in which the <v>comes right after a . . .

short vowel:		long vowel:	
<i>avenue</i>	<i>shovel</i>	<i>flavor</i>	<i>improve</i>
<i>haven't</i>	<i>several</i>	<i>haven</i>	<i>remove</i>
<i>having</i>	<i>novel</i>	<i>arriving</i>	<i>woven</i>
<i>gives</i>	<i>civilized</i>	<i>evening</i>	<i>fever</i>
<i>driven</i>	<i>lovely</i>	<i>driver</i>	<i>overtake</i>

5. Usually in the pattern VCV the first vowel is *long*. 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>? No.

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 *amb| + 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.”

Teaching Notes.

Item 1. In English we avoid <vv> because in earlier English, before < u > and <v> came to be treated as two separate letters and were still used more or less interchangeably for spelling both vowel and consonant sounds, <uu>, or <vv>, grew together to become the letter <w>, “double-u” (see *AES*, pp. 128-29, 207-08).

Item 2. *Avenue* is from a French word that meant “arrival,” which is in turn from Latin *advenire* “to come to.” Its earliest meanings were more like “an approach,” especially the tree-lined drive leading to a country estate. It was not used to refer to a wide, often tree-lined city street until the 19th century. It analyzes to *ad + venē + ue*. *Shovel* comes from an Old English word and is related to *shove* and *shuffle*. *Driver* and *driven* illustrate nicely the ambiguity of <v> so far as the VCV pattern is concerned. Both are formed from the infinitive *drive*, with a long < i >. In *driven* (*drivē + er*) the < i > stays long; in *driven* (*drivē + en*) it is shortened to [i], as with other old past participles: *ride*, *ridden*; *bite*, *bitten*, etc.

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 8.50:

Word	Spelling Feature	Reason
example	[p] = < p >	VCCle pattern
immediate	[m] = <mm>	Assimilation of in- to -im
knotty	[t] = < tt >	Twinning
immense	Silent final <e>	Assimilation of in- to -im
shuttle	[t] = < tt >	VCCle pattern
attempted	[t] = < tt >	Assimilation of ad- to at-
occurred	[k] = <cc>	Assimilation of ob- to oc-
kidnapped	[p] = <pp>	Twinning
supporting	[p] = <pp>	Assimilation of sub- to sup-
lose	Silent final <e>	Marking long vowel and insulating < s >
subscribe	Silent final <e>	Marking long vowel in VCV pattern
maple	Silent final <e>	Marking long vowel in VCle pattern

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 8.51:

Word	Formula	Analysis
unfriendly	Pr + FrSt + Su	un + friend + ly
thoughtful	FrSt + Su	thought + ful
unimpressive	Pr ¹ + Pr ² + FrSt + Su	un + im + m + press + ive
obtained	Pr + BndSt + Su	ob + tain + ed
rightfully	FrSt + Su ¹ + Su ²	right + ful + ly
indebted	Pr + FrSt + Su	in + debt + ed
involved	Pr + BndSt + Su	in + volv e + ed
sufferers	Pr + BndSt + Su ¹ + Su ²	su b + f + fer + er + s
suffocate	Pr + BndSt + Su	su b + f + foc + ate
reappeared	Pr ¹ + Pr ² + BndSt + Su	re + ad + p + pear + ed
disputing	Pr + BndSt + Su	dis + pute + ing
sleepiest	FrSt + Su ¹ + Su ²	sleep + y + i + est

3. Combine the following elements into words. Be sure to show any changes that occur:

TABLE 8.52:

Elements	Word
<i>dis + ad + vantagē + ed</i>	<i>disadvantaged</i>
<i>in + de + pend + ence</i>	<i>independence</i>
<i>in + sist + ed</i>	<i>insisted</i>
<i>in + sub + f + ficē + ient</i>	<i>insufficient</i>
<i>un + wrap + ed</i>	<i>unwrapped</i>
<i>ad + sign + ment + s</i>	<i>assignments</i>
<i>in + sign + i + fic + ant</i>	<i>insignificant</i>
<i>sub + gest + ion + s</i>	<i>suggestions</i>
<i>ear + ly + est</i>	<i>earliest</i>
<i>ob + c + casē + ion + al</i>	<i>occasional</i>
<i>de + light + ful + ly</i>	<i>delightfully</i>
<i>in + l + lustr + atē + ion</i>	<i>illustration</i>

Teaching Notes.

Items 1 and 2. Students may ask questions about final <e>'s on some of these bases: How do we know *involved* 'should analyze to *volve* ' rather than *volv*, which would not require a final <e>deletion - *in+volv+ed? Ditto with *pute* vs. *put* in *disputing*, and *foc* vs. *foce* in *suffocate*. We choose *volve* rather than *volv* because of *involve*, with the final <e>. We choose *pute* because of *dispute*. The base in *suffocate* means "neck, throat," and there is no word with that base spelled with a final <e>, so we assume *foc*. (The root meaning behind *suffocate* is that of putting your hands under (*sub-*) one's throat.) In Item 2 the same line of argument follows: The base in *occasional* is the free base *case*. The *fice* in *insufficient* is due to *suffice*. Frankly, there is no compelling reason for choosing *fic* over *fice* in *insignificant*. There are two forms of the base: *fice* in, for example, *suffice*; and *ficin*, for instance, *terrific*. We choose *fic* as the simpler of the two choices, with no final <e>deletion required.

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 8.53:

Word	Analysis
misadvised	<i>mis + ad + visē + ed</i>
unsuccessful	<i>un + sub + c + cess + ful</i>
impresses	<i>im + m + press + es</i>
insane	<i>in + sane</i>
reoccurred	<i>re + ob + c + cur + r + ed</i>
typists	<i>typē + ist + s</i>
gentlest	<i>gentlē + est</i>
regularize	<i>regul + ar + ize or regul + ar + ize</i>
friendlier	<i>friend + ly + i + er</i>
frightens	<i>fright + en + s</i>
thoughtless	<i>thought + less</i>
naughtier	<i>naught + y + i + er</i>
affection	<i>ad + f + fect + ion</i>
subtracting	<i>sub + tract + ing</i>
informers	<i>in + form + er + s</i>
invisible	<i>in + visē + ible</i>
oppressive	<i>ob + p + press + ive</i>
escapist	<i>ex + s + capē + ist</i>
happiest	<i>hap + p + y + i + est</i>
vaporized	<i>vapor + izē + ed</i>
lovelier	<i>love + ly + i + er</i>
lengthening	<i>length + en + ing</i>
rightful	<i>right + ful</i>
pointlessness	<i>point + less + ness</i>
cheery	<i>cheer + y</i>
unassisted	<i>un + ad + s + sist + ed</i>
suggests	<i>sub + g + gest + s</i>
offense	<i>ob + f + fense</i>
opportunist	<i>ob + p + portunē + ist</i>
simplest	<i>simplē + est</i>
individualize	<i>in + di + vidē + ual + ize</i>
motherly	<i>mother + ly</i>
moistened	<i>moist + en + ed</i>
flavorful	<i>flavor + ful</i>
sightless	<i>sight + less</i>

TABLE 8.53: (continued)

Word	Analysis
knotty	<i>knot + t + y</i>

2. Sort the words into the following groups:

TABLE 8.54: Words with the prefix . . .

ad-	in- ¹ “not”	in- ² “in”	ob-	sub-
<i>misadvised</i>	<i>insane</i>	<i>impresses</i>	<i>reoccurred</i>	<i>unsuccessful</i>
<i>affection</i>	<i>invisible</i>	<i>informers</i>	<i>oppressive</i>	<i>subtracting</i>
<i>unassisted</i>		<i>individualize</i>	<i>offense</i>	<i>suggests</i>
			<i>opportunist</i>	

TABLE 8.55: Words with the suffix . . .

-en	-est	-ful	-ist
<i>frightens</i>	<i>gentlest</i>	<i>unsuccessful</i>	<i>typists</i>
<i>lengthening</i>	<i>happiest</i>	<i>rightful</i>	<i>escapist</i>
<i>moistened</i>	<i>simplest</i>	<i>flavorful</i>	<i>opportunist</i>

TABLE 8.56: Words with the suffix . . .

-ize	-less	-ly	-y
<i>regularize</i>	<i>thoughtless</i>	<i>friendlier</i>	<i>naughtier</i>
<i>vaporized</i>	<i>pointlessness</i>	<i>lovelier</i>	<i>happiest</i>
<i>individualize</i>	<i>sightless</i>	<i>motherly</i>	<i>cheery</i>
			<i>knotty</i>

3. Among the words above you should be able to find at least four that contain each of the following things:

TABLE 8.57:

An example of changing <y>to <i>i>:	An example of deleting silent final <e>	A prefix or suffix other than the ones listed above:
<i>friendlier</i>	<i>misadvised</i>	<i>misadvised</i>
<i>naughtier</i>	<i>typists</i>	<i>unsuccessful</i>
<i>happiest</i>	<i>gentlest</i>	<i>impresses</i>
<i>lovelier</i>	<i>escapist</i>	<i>reoccurred</i>

Teaching Notes.

Item 1. This table contains some analyses that may raise questions: The base *naught* in *naughtier* is from an obsolete noun that meant “Wickedness, evil, moral wrong, mischief.” *Escapist* contains a rare assimilation of *ex-* that occurs in a few adoptions from French and Italian: *ex + s + capé + ist*. Some students may want to analyze the base *portune* into *port + une*. There’s something to be said for such an analysis: Compare the words like *fortune*, *tribune*, *jejune*, in which <une> looks and feels like a suffix. But apparently the <une> in *opportune* is better treated as part of the base rather than as a suffix. The suffix *-ual* in *individual* may seem odd to the students: It is a form of the more common *-al*, which forms adjectives and nouns.

Item 3. Other words with final <e> deletion: *opportunist*, *simplest*. Other words with prefixes or suffixes not listed in

the tables: *typists, friendlier, frightens, naughtier, affection, subtracting, informers, invisible, oppressive, escapist, vaporized, lovelier, lengthening, pointlessness, unassisted, suggests, individualize, moistened.*

8.24 Lesson Forty-eight

Test six

TABLE 8.58:

Words

1. *applied*
2. *suggested*
3. *informers*
4. *opposites*
5. *typists*
6. *unhappiest*
7. *lovelier*
8. *frightening*
9. *unsuccessful*
10. *thoughtless*

Fill in the blanks

Prefix + Stem + Suffix = ad + p + ply + i + ed

Prefix + Stem + Suffix = sub + g + gest + ed

Prefix + Stem + Suffix + Suffix = in + form + er + s

Prefix + Stem + Suffix = op + p + posite + s

Stem + Suffix + Suffix = type + ist + s

Prefix + Stem + Suffix = un + happy + i + est

Stem + Suffix + Suffix = love + ly + i + er

Stem + Suffix + Suffix = fright + en + ing

Prefix + Stem + Suffix = un + sub + c + cess + ful

Stem + Suffix = thought + less

CHAPTER 9**Teacher 05-Lesson 1-24****Chapter Outline**

- 9.1 LESSON ONE
 - 9.2 LESSON TWO
 - 9.3 LESSON THREE
 - 9.4 LESSON FOUR
 - 9.5 LESSON FIVE
 - 9.6 LESSON SIX
 - 9.7 LESSON SEVEN
 - 9.8 LESSON EIGHT
 - 9.9 LESSON NINE
 - 9.10 LESSON TEN
 - 9.11 LESSON ELEVEN
 - 9.12 LESSON TWELVE
 - 9.13 LESSON THIRTEEN
 - 9.14 LESSON FOURTEEN
 - 9.15 LESSON FIFTEEN
 - 9.16 LESSON SIXTEEN
 - 9.17 LESSON SEVENTEEN
 - 9.18 LESSON EIGHTEEN
 - 9.19 LESSON NINETEEN
 - 9.20 LESSON TWENTY
 - 9.21 LESSON TWENTY-ONE
 - 9.22 LESSON TWENTY-TWO
 - 9.23 LESSON TWENTY-THREE
 - 9.24 LESSON TWENTY-FOUR
-

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	= <i>unsuited</i>
ad + dict	+ ion	= <i>addiction</i>
dis + turb	+ ing	= <i>disturbing</i>
in + clude	+ s	= <i>includes</i>

TABLE 9.2:

Prefix + Free Base	+ Suffix	= Word
dis + am	+ ed	= <i>disarmed</i>
mis + judge	+ ment	= <i>misjudgement</i>
com + fort	+ able	= <i>comfortable</i>
in + vest	+ ment	= <i>investment</i>
ex + ceed	+ s	= <i>exceeds</i>
com + mon	+ ly	= <i>commonly</i>

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 9.3:

Word	= Analysis
uncomfortable	= Prefix + prefix + free base + suffix <u>un + com + fort + able</u>
include	= Prefix + bound base <u>in + clude</u>
exceeding	= Prefix + bound base + suffix <u>ex + ceed + ing</u>
addicts	= Prefix + bound base + suffix <u>ad + dict + s</u>
uncommon	= Prefix + prefix + bound base <u>un + com + mon</u>
unsuitable	= Prefix + free base + suffix <u>un + suit + able</u>
jewelers	= Free base + suffix + suffix <u>jewel + er + s</u>
dewy	= Free base + suffix <u>dew + y</u>
misjudges	= Prefix + free stem <u>mis + judge + s</u>
regrouping	= Prefix + free base + suffix <u>re + group + ing</u>
complex	= Prefix + bound base + suffix <u>com + pel + s</u>
rearing	= Prefix + bound base + suffix <u>re + arm + ing</u>
reinvested	= Prefix + prefix + free base + suffix <u>re + in + vest + ed</u>
refreshments	= Prefix + bound stem <u>re + freshments</u>
undisturbed	= Prefix + prefix + bound stem <u>un + dis + turbed</u>

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.

Teaching Notes.

Item 1. Elements, free bases, and suffixes are introduced in Book 1, Lesson 28. Bound bases are introduced in Book 3, Lesson 43.

Item 2. Simple Addition is introduced in Book 1, Lesson 30.

Item 3. Free stems are introduced in Book 3, Lesson 5. Bound stems are introduced in Book 3, Lesson 43.

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 9.4:

Stem + Suffix	= Word
compel + l + ing	= <i>compelling</i>
debt + or	= <i>debtor</i>
slam + m + ed	= <i>slammed</i>
god + d + ess	= <i>goddess</i>
cruel + est	= <i>cruelest</i>
god + ly	= <i>godly</i>
rumor + ed	= <i>rumored</i>
knit + t + ing	= <i>knitting</i>
permit + s	= <i>permits</i>
collect + ed	= <i>collected</i>
build + ing	= <i>building</i>
exhibit + ed	= <i>exhibited</i>
admit + t + ing	= <i>admitting</i>
twin + n + ing	= <i>twinning</i>
foreign + er	= <i>foreigner</i>
develop + ing	= <i>developing</i>
boot + ed	= <i>booted</i>
blossom + ed	= <i>blossomed</i>
chew + y	= <i>chewy</i>
ruin + ed	= <i>ruined</i>

- 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 9.5:

Stem + Suffix	= Word
los e + er	= <i>loser</i>

TABLE 9.5: (continued)

Stem + Suffix	= Word
bruise l +es	= <i>bruises</i>
collaps e + ing	= <i>collapsing</i>
influenc e + ed	= <i>influenced</i>
juic e + y	= <i>juicy</i>
acknowledg e + ing	= <i>acknowledging</i>
acknowledge + able	= <i>acknowledgeable</i>
routine + ly	= <i>routinely</i>
cruis e + ing	= <i>cruising</i>
loose + ness	= <i>looseness</i>
costum e + er	= <i>costumer</i>
continu e + ous	= <i>continuous</i>
nonsens e + ic + al	= <i>nonsensical</i>
cloth e + ing	= <i>clothing</i>
absolute + ly	= <i>absolutely</i>
commerc e + ial	= <i>commercial</i>
balance + able	= <i>balanceable</i>
nuisanc e + es	= <i>nuisances</i>
collid e +ing	= <i>colliding</i>
loos e + en	= <i>loosen</i>
choos e + y	= <i>choosy</i>
overdos e + ed	= <i>overdosed</i>
accommodat e + ion	= <i>accommodation</i>

Teaching Notes.

Item 1. The Twinning Rule is developed inductively in the following lessons: Book 1, Lessons 34-37; Book 3, Lessons 45-47.

Item 2. Twinning does not occur in the following words for the following reasons: Stem does not end CVC: *debtor*, *cruelest*, *collected*, *building*, *foreigner*, *booted*, *chewy*, *ruined*. Final vowel of stem is not stressed: *cruelest*, *rumored*, *exhibited*, *foreigner*, *developing*, *blossomed*, *ruined*. Suffix does not start with a vowel: *godly*, *permits*.

Item 3. The Final <e>Deletion Rule is developed inductively in Book 2, Lessons 20-21, Book 3, Lessons 32, 35, 39, 41; and Book 4, Lesson 19.

Item 4. The final <e>is not deleted in *routinely*, *looseness*, or *absolutely* because the suffix does not start with a vowel. It is not deleted in *acknowledgeable* or *balanceable* because the suffix does not start with <e>, < i >, or <y>, so the <e>is needed to keep the <g>and <c>soft.

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* = *sub* + *p* + *pose* = *suppose* and *in* + *legal* = *in* + *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* = *im* + *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 9.6:

Word	= Prefix + Stem
illegal	= <i>in</i> + <i>l</i> + <i>legal</i>
object	= <i>ob</i> + <i>ject</i>
influence	= <i>in</i> + <i>fluence</i>
subject	= <i>sub</i> + <i>ject</i>
adjective	= <i>ad</i> + <i>jective</i>
assign	= <i>ad</i> + <i>s</i> + <i>sign</i>
supposed	= <i>sub</i> + <i>p</i> + <i>posed</i>
illiteracy	= <i>in</i> + <i>l</i> + <i>literacy</i>
opposite	= <i>ob</i> + <i>p</i> + <i>posite</i>
immune	= <i>in</i> + <i>m</i> + <i>mune</i>
innocent	= <i>in</i> + <i>nocent</i>
immigrant	= <i>in</i> + <i>m</i> + <i>migrant</i>
immediate	= <i>in</i> + <i>m</i> + <i>mediate</i>

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 9.7:

Prefix + Stem	= Analysis	= Word
ad + nex	= <i>ad</i> + <i>n</i> + <i>nex</i>	= annex
ad + commodate	= <i>ad</i> + <i>c</i> + <i>commodate</i>	= accommodate
sub + gest	= <i>sub</i> + <i>g</i> + <i>gest</i>	= suggest
in + literate	= <i>in</i> + <i>l</i> + <i>literate</i>	= illiterate
ob + position	= <i>ob</i> + <i>p</i> + <i>position</i>	= opposition

TABLE 9.7: (continued)

Prefix + Stem	= Analysis	= Word
in + mortal	= <i>in</i> + <i>m</i> + <i>mortal</i>	= immortal
in + prove	= <i>in</i> + <i>p</i> + <i>prove</i>	= improve
ob + struct	= <i>ob</i> + <i>struct</i>	= obstruct
in + struct	= <i>in</i> + <i>struct</i>	= instruct
sub + mit	= <i>sub</i> + <i>mit</i>	= submit
ad + mitted	= <i>ad</i> + <i>mitted</i>	= admitted
in + balance	= <i>in</i> + <i>b</i> + <i>balance</i>	= imbalance
ad+dress	= <i>ad</i> + <i>dress</i>	= address
ad + tendance	= <i>ad</i> + <i>t</i> + <i>tendance</i>	= attendance
ob + portunity	= <i>ob</i> + <i>p</i> + <i>portunity</i>	= opportunity
sub + fering	= <i>sub</i> + <i>f</i> + <i>fering</i>	= suffering

4. Two words that contain full assimilation are *Answers will vary* and _____.

5. Two words that contain partial assimilation are *Answers will vary* 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*.

Teaching Notes.

Item 1. Assimilation is introduced in Book 4, Lesson 12. The distinction between full and partial assimilation is introduced in Book 4, Lesson 36.

Item 3. The word *balance* is a good example of how the separate elements in old words can change and grow together into one: *Balance* comes ultimately from Latin *bilancia*, which referred to a measuring device with two (*bi-*) shallow pans or plates (*lancia*). The < i > changed to < a > in French, and < lance > does not appear anywhere else in English with the sense of pans or plates. So it seems better to treat *balance* today as a single element.

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 9.8:

Word	= Prefix + Stem
correspond	= <i>com</i> + <i>r</i> + <i>respond</i>
combine	= <i>com</i> + <i>bine</i>
companion	= <i>com</i> + <i>panion</i>
collapse	= <i>com</i> + <i>l</i> + <i>lapse</i>
connect	= <i>com</i> + <i>n</i> + <i>nect</i>
committee	= <i>com</i> + <i>mittee</i>
correct	= <i>com</i> + <i>r</i> + <i>rect</i>
commercial	= <i>com</i> + <i>mercial</i>
collect	= <i>com</i> + <i>i</i> + <i>lect</i>
college	= <i>com</i> + <i>l</i> + <i>lege</i>
community	= <i>com</i> + <i>munity</i>
company	= <i>com</i> + <i>pany</i>

2. Sort the words into these two groups:

TABLE 9.9: Words in which the <m>in com-...

assimilated:		did not assimilate:	
<i>correspond</i>	<i>correct</i>	<i>combine</i>	<i>commercial</i>
<i>collapse</i>	<i>collect</i>	<i>companion</i>	<i>community</i>
<i>connect</i>	<i>college</i>	<i>committee</i>	<i>company</i>

3. Now sort the six words in which the <m>did not assimilate into these two groups:

TABLE 9.10: Words in which there is...

<mm>	no<mm>
<i>committee</i>	<i>combine</i>
<i>commercial</i>	<i>companion</i>
<i>community</i>	<i>company</i>

4. And now sort the six words in which the [U+0080] [U+0098] *m'* assimilated into these three groups:

TABLE 9.11: Words in which the 'm' changed to...

<n>	<l>	<r>
<i>connect</i>	<i>collapse</i>	<i>correspond</i>
	<i>collect</i>	<i>correct</i>
	<i>college</i>	

Teaching Notes.

Items 1-3. In *combine*, *companion*, and *company* the prefix and stem combine by simple addition, with no assimilation. This is due to the fact that the stems of these three words begin with [p] or [b], two sounds that are already very similar to the [m] at the end of *com-*. The sounds [p], [b], and [m] are all called bilabials because they are all pronounced at the two lips. You can feel your lips come together as you pronounce each sound. Assimilation usually occurs to ease pronunciation by bringing two sounds closer together in terms of the place in the mouth where they are pronounced, their point of articulation. In words like *combine*, *companion*, and *company* the points of articulation are already the same so there is no pressure to assimilate.



CrossWords. This crossword contains twelve words that contain some form of the prefix *com-*.

Across

2. COMPANION—Pal
3. COMMITTEE—Working group
4. COLLECT—Gather
7. CONNECT—Link together
8. COMMUNITY—Neighborhood
9. COLLAPSE—Cave in

Down

1. CORRESPOND—Agree with
3. COLLEGE—School after high school
4. COMBINE—Mix together
5. COMMERCIAL—TV advertisement
6. CORRECT—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*: *in* + *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 9.12:

Word	= Prefix + Stem
consist	= <i>com</i> + <i>n</i> + <i>sist</i>
conduct	= <i>com</i> + <i>n</i> + <i>duct</i>
conversation	= <i>com</i> + <i>n</i> + <i>versation</i>
commission	= <i>com</i> + <i>mission</i>
compare	= <i>com</i> + <i>pare</i>
confidence	= <i>com</i> + <i>n</i> + <i>fidence</i>
composition	= <i>com</i> + <i>position</i>
consent	= <i>com</i> + <i>n</i> + <i>sent</i>
confession	= <i>com</i> + <i>n</i> + <i>fession</i>
content	= <i>com</i> + <i>n</i> + <i>tent</i>
commerce	= <i>com</i> + <i>merce</i>
congress	= <i>com</i> + <i>n</i> + <i>gress</i>
conceal	= <i>com</i> + <i>n</i> + <i>ceal</i>
confront	= <i>com</i> + <i>n</i> + <i>front</i>
continue	= <i>com</i> + <i>n</i> + <i>tinue</i>

3. Now sort the fifteen words into these two groups:

TABLE 9.13: Words in which the <m>...

assimilated partially

consist

conduct

conversation

confidence

consent

confession

content

congress

conceal

confront

continue

did not assimilate at all

commission

compare

composition

commerece



Word Change. Make the changes called for by the instructions and fill in the blank in the final sentence:

TABLE 9.14:

Instructions	Words
1. Write the word <i>college</i> .	1. <i>college</i>
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. <i>collect</i>
3. Change the third and fourth letters in the word to the letters that come two places after them in the alphabet.	3. <i>connect</i>
4. Change the third and fourth letters in the word to the letters that come four places after them in the alphabet.	4. <i>correct</i>
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. <i>conduct</i>
6. Change the base of the word to <sist>.	6. <i>consist</i>
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. <i>consent</i>

If you followed the instructions just right, your solution is $\frac{\text{correct}}{\text{Word 4}}$.

Teaching Notes.

Item 1. The partial assimilation of *com-* to *con-* eases pronunciation once again by moving the points of articulation closer together. Notice that while [m] is pronounced at the two lips, sounds like [d], [s], and [t], as in *conduct*, *consent*, and *content*, are all pronounced with the tongue near the back of the teeth, which is also the position for pronouncing [n]. Thus [nd], [ns], [nt] are easier sequences to pronounce than would be [md], [ms], and [mt].

Notice, too, that [f] falls between the points of articulation for [m] and [n]. The sound [f] is pronounced with the lower lip touching the upper front teeth (thus [f] is called a labiodental sound). It is apparently this “tweener” state that causes the lack of assimilation in words like *comfrey*, *comfit*, and most importantly *comfort*. In most words with stems that start with [f] (or its voiced partner [v]) the [m] assimilates to [n], as in *confidence* and *conversation*, but in *comfrey*, *comfit*, and *comfort* there is no assimilation.

Item 2. Concerning *conversation*: The evolution of *converse* from the root meaning “to turn with” to the modern meaning “to speak informally with” was a long one. The following description is from the *OED*: The Latin *conversāre*, originally “to turn to and fro,” came to mean “to turn oneself about, to move to and fro, to pass one’s life, dwell, abide, live somewhere, keep company with.” In French this became *converser*, which originally meant “to pass one’s life, live, dwell in or with.” but developed the meaning “to exchange words with.” French *converser* was the source of English *converse* and thus *conversation*. To me there seems to be a somewhat similar line of development in the semantically related words *turn* and *return*.

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 9.15:

Word	= Prefix + Stem
contents	= <i>com</i> + <i>n</i> + <i>tents</i>
completely	= <i>com</i> + <i>pletely</i>
confident	= <i>com</i> + <i>n</i> + <i>fident</i>
compel	= <i>com</i> + <i>pel</i>
contain	= <i>com</i> + <i>n</i> + <i>tain</i>
compare	= <i>com</i> + <i>pare</i>
correspond	= <i>com</i> + <i>r</i> + <i>respond</i>
construct	= <i>com</i> + <i>n</i> + <i>struct</i>
communities	= <i>com</i> + <i>munities</i>
contract	= <i>com</i> + <i>n</i> + <i>tract</i>
continent	= <i>com</i> + <i>n</i> + <i>tinent</i>
collapsed	= <i>com</i> + <i>l</i> + <i>lapsed</i>

2. Sort the twelve words into these two groups:

TABLE 9.16: Words in which the <m>...

assimilated either partially or fully:		did not assimilate at all:
<i>contents</i>	<i>construct</i>	<i>completely</i>
<i>confident</i>	<i>contract</i>	<i>compel</i>
<i>contain</i>	<i>continent</i>	<i>compare</i>
<i>correspond</i>	<i>collapsed</i>	<i>communities</i>

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 9.17:

Word	= Prefix ¹	+ Prefix ²	+ Stem
accommodate	= <i>ad</i> + <i>c</i>	+ <i>com</i>	+ <i>modate</i>

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 9.18:

Word	Base and Its Meaning
contract	<i>tract</i> = “Draw, pull”
collect	<i>lect</i> = “Choose, gather, read”
connect	<i>nect</i> = “Blind”
contain	<i>tain</i> = “Hold”
compare	<i>pare</i> = “Equal”
compel	<i>pel</i> = “Push, drive, strike”
construct	<i>struct</i> = “Pile up”
collide	<i>lide</i> = “Strike”
contact	<i>tact</i> = “Touch”
conduct	<i>duct</i> = “Lead, bring”
combine	<i>bine</i> = “Two by two, two each”

Teaching Notes.

Item 3. Since *accommodate* is so often misspelled **accommodate*, it would be worthwhile to point out to the students that there are two <m>’s there: one at the end of the prefix *com-*, another at the beginning of the stem *modate*.

Item 4. The discussion of the development of these words’ modern meanings out of their root meanings could get a bit discursive and wide-ranging. It is probably less important that “correct” answers be arrived at than that the students spend some time thinking about the way one meaning can lead to another and the mind looks for connections and patterns.

Some other interesting bases for discussion: The *pan* in *companion* means “bread.” A companion was one with whom you broke bread. The same *pan* is in *company*. The base *mune* in *community* means “duties.” A community is originally a place of shared duties and responsibilities. The base *fort* in *comfort* means “strong”: When you comfort someone, you make them strong by being together.

For more on the assimilation of *com-*, see *AES*, pp. 178-81.

9.7 Lesson Seven

How Do You Spell [u], Long 'oo'?

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:

TABLE 9.19: Words with

< u >			< o >
<i>truly</i>	<i>suicide</i>	<i>exclude</i>	<i>canoe</i>
<i>avenue</i>	<i>influence</i>	<i>cruel</i>	<i>who</i>
<i>student</i>	<i>statue</i>	<i>numerous</i>	<i>improve</i>
<i>glue</i>	<i>junior</i>	<i>rumor</i>	<i>lose</i>
<i>blue</i>	<i>stupid</i>	<i>ruble</i>	<i>to</i>
<i>including</i>	<i>resume</i>	<i>ruin</i>	<i>two</i>
<i>absolutely</i>	<i>nuclear</i>	<i>conclude</i>	<i>shoe</i>
<i>introduce</i>	<i>conclusion</i>	<i>opportunity</i>	<i>approve</i>
<i>solution</i>	<i>consumer</i>		
<i>assume</i>	<i>costume</i>		

3. You have worked with three patterns that have long vowels at their beginning: VCV, Ve#, and VCle. Sort the words in Item 1 into the following groups:

TABLE 9.20: Words with VCV strings in which

< u >			< o >
<i>truly</i>	<i>assume</i>	<i>costume</i>	<i>improve</i>
<i>student</i>	<i>junior</i>	<i>exclude</i>	<i>lose</i>
<i>including</i>	<i>stupid</i>	<i>numerous</i>	<i>approve</i>
<i>absolutely</i>	<i>resume</i>	<i>rumor</i>	
<i>introduce</i>	<i>conclusion</i>	<i>conclude</i>	
<i>solution</i>	<i>consumer</i>	<i>opportunity</i>	

TABLE 9.20: (continued)

< u > < o >

4. Words with [ū] spelled < u > in the Ve# pattern ...*avenue**glue**blue**statue***5. Words with [ū] spelled < o > in the Ve# pattern ...***canoe**shoe***6. Words with [ū] spelled < u > in the VCle# pattern ...***nuclear**ruble*

7. There are two other patterns that have long vowels at their heads. The first one is written CV#: 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 CV# pattern:

Words with [ū] in the CV# pattern ...*who**to**two*

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*. 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...*suicide**influence**cruel**ruin*

7. So far you have worked with eight vowel patterns: VCV, VCC, CVC#, VCle, VCCle, CV#, Ve#, and V.V. Sort the eight patterns into these two groups:

TABLE 9.21: Patterns that have first vowels that are ...**short**

VCC

CVC#

VCCle

long

VCV

VCle

CV#

Ve#

V.V

Teaching Notes.

For more on the spelling of [ū], see *AES*, pp. 288-96. For more on the vowel patterns, see pp. 90-111.

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]:

ch <u>oo</u> se	thr <u>oo</u> gh	loo <u>se</u>	ju <u>ice</u>	kn <u>ew</u>	po <u>od</u> le
su <u>ic</u> ide	to <u>o</u>	yo <u>u</u>	sui <u>t</u>	mo <u>od</u>	bo <u>o</u> ts
cou <u>po</u> n	bru <u>is</u> e	thre <u>w</u>	ave <u>nu</u> e	lo <u>se</u>	de <u>w</u>
go <u>o</u> se	gro <u>u</u> ps	no <u>o</u> dles	cr <u>ui</u> se	pr <u>oo</u> f	rou <u>ti</u> ne
che <u>w</u> s	nu <u>is</u> ance	smo <u>o</u> th	cou <u>g</u> ar	je <u>w</u> el	bro <u>o</u> d

2. Sort the words into these groups:

Words in which [ū] is not spelled with a digraph...

suicide

avenue

lose

TABLE 9.22: Words in which

<oo>

choose
goose
too
loose
noodles
smooth

mood
proof
poodle
boots
brood

<ou>

coupon
through
groups
you
cougar
routine

TABLE 9.23: Words in which

<ui>

bruise
nuisance
juice
suit
cruise

<ew>

chews
threw
knew
jewel
dew

3. You have worked with six ways of spelling [ū]. Write them below and give at least one word that contains each

spelling:

TABLE 9.24:

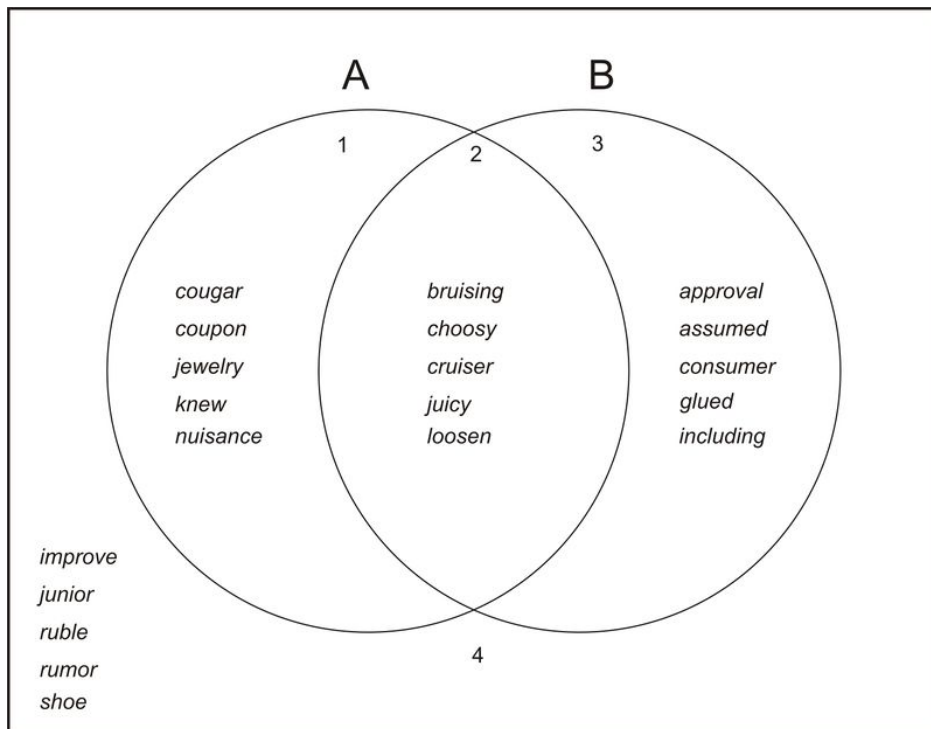
Spellings of [ū]	Example Words
< u >	<i>junior, rumor, ruble, . . .</i>
< o >	<i>shoe, who, prove, . . .</i>
< oo >	<i>choose, loose, noodles, . . .</i>
< ou >	<i>cougar, coupon, group, . . .</i>
< ui >	<i>bruise, juice, nuisance, . . .</i>
< ew >	<i>chew, threw, jewel, . . .</i>

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:

- | | | | |
|----------|---------|-----------|----------|
| approval | cougar | including | loosen |
| assumed | coupon | jewelry | nuisance |
| bruising | cruiser | juicy | ruble |
| choosy | glued | junior | rumor |
| consumer | improve | knew | shoe |



Teaching Notes.

Item 1. The word *through* raises the complexities posed by the consonant digraph <gh>. Old English had consonant sounds that linguists call velar fricatives, which means that they were pronounced back in the mouth at the velum and they were pronounced with a hissing or friction. In Old English one of these was spelled <g> and the other <h>. Over the centuries the two converged and came to be spelled <gh>. Thus, hundreds of years ago <gh> spelled a velar fricative sound like that at the end of the Scottish pronunciation of *loch* or the German pronunciation of *Bach*. Over time that sound dropped out of English, but the <gh> usually stayed in the written words, with a new pronunciation. After short vowels spelled with a digraph it came to be pronounced [f], as in *laugh*, *tough*, *cough*.

The complexities arise with words like *brought*, *freight*, *straight*, and *tight* and like *weigh*, *though*, and *through*. In the first group, with the cluster <ght>, we treat the <gh> as part of the spelling of the sound [t]. Thus, in such words [t] is said to be spelled <ght>, due to a simplifying of earlier pronunciation with no concomitant change in spelling. However, after long vowels the <gh> (with no following <t>) is no longer pronounced, as in the second group of words: *weigh*, *though*, *through*. To say that in *weigh*, for instance, [ā] is spelled <ei> blurs the consonant-vowel distinction. It seems better to treat the <gh> in such words as a diacritic, marking a preceding long vowel, much like silent final <e>. Thus we would say, for instance, that [ā] is sometimes spelled <ei> before <gh> (*weigh*) or <ght> (*weight*).

(At the front of words <gh> is pronounced [g], as in *ghost* and *ghastly*, *ghetto*, *ghoul*. It is also pronounced [g] inside recent adoptions from Italian, like *spaghetti*. This <gh> does not come from the earlier sound in *loch* and *Bach*. For more on <gh> = [g] see *AES*, pp. 209-10, 352.)

9.9 Lesson Nine

Homophones with

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

l <u>o</u> se	ch <u>o</u> ose	ch <u>e</u> ws	t <u>o</u>	l <u>o</u> ose
bl <u>e</u> w	tw <u>o</u>	st <u>u</u> dent	n <u>e</u> w	y <u>o</u>
t <u>o</u> o	y <u>e</u> w	thr <u>o</u> ugh	tr <u>u</u> ly	sh <u>o</u> es
sh <u>o</u> os	kn <u>e</u> w	bl <u>e</u>	thr <u>e</u> w	s <u>u</u> icide

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:

too

two

to

3. The list contains six pairs of words that are homophones. Write the six pairs here:

TABLE 9.25:

Word #1	Word #2
<i>blew</i>	<i>blue</i>
<i>shoos</i>	<i>shoes</i>
<i>choose</i>	<i>chews</i>
<i>yew</i>	<i>you</i>
<i>knew</i>	<i>new</i>
<i>through</i>	<i>threw</i>

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>?

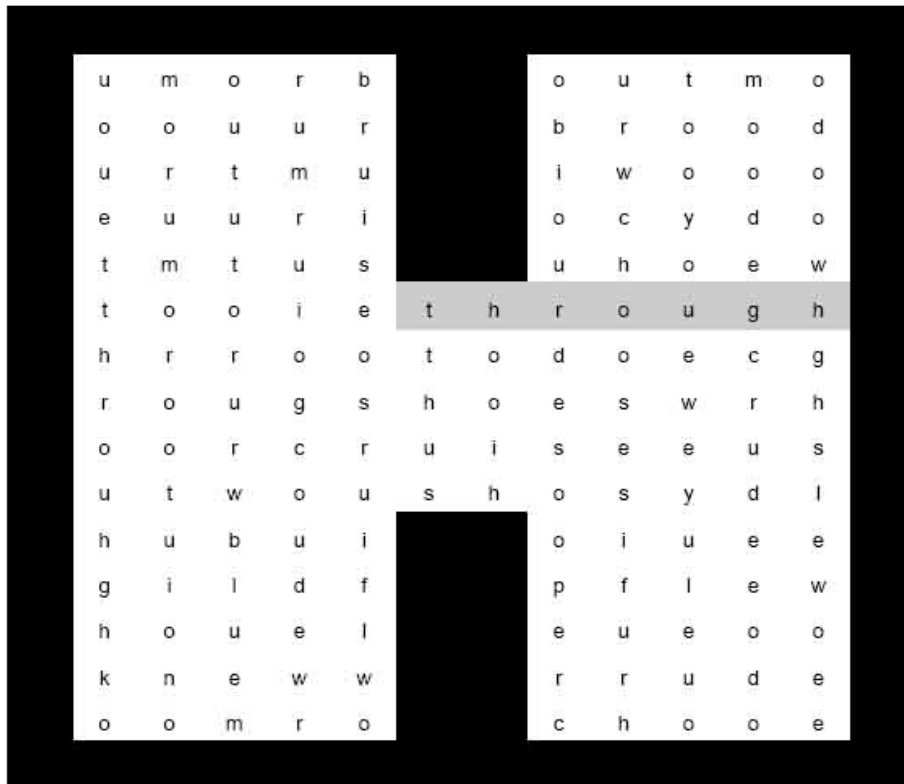
Can you think of other patterns or tricks to help you with the homophones *choose* and *chews*? *You* and *yew*? *Shoes* and *shoos*?

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✓	moored✓	slough[slū]✓



After you have found as many of the homophones as you can, write them in alphabetical order:

- blue*
- brood*
- bruise*
- choose*

- e. *crude*
- f. *cruise*
- g. *dew*
- h. *do*
- i. *flew*
- j. *knew*
- k. *mood*
- l. *root*
- m. *rude*
- n. *rumor*
- o. *shoes*
- p. *slew*
- q. *through*
- r. *too*
- s. *tutor*
- t. *two*
- u. *you*
- v. *yule*

Teaching Notes.

Item 1. In *shoes* students may want to underline <oe> rather than <o>, but we treat this as a case where the <e> is marking a preceding vowel as long. In *through* they may want to underline <ough>. That <gh> poses real problems. We treat it as a silent diacritic, somewhat like silent final <e>.

Item 2. For the related terms *homograph* and *homonym*, see the teaching notes to Book 4, Lesson 31.

Item 2. In Old English there was a preposition spelled <to> and an adverb also spelled <to>. The preposition meant basically what our preposition *to* means today; the adverb meant “furthermore, moreover,” basically what our *too* means today. In time the Old English adverb added that extra <o>, to give it more weight: The preposition *to* tended to be unstressed in sentences: “They went t’ school.” But the adverb, which became our *too*, tended to be stressed because it was more emphatic: “They did **too** go t’school!” That extra stress and weight is the reason for the extra <o> in *too*.

Item 3. For the record, *knew* and *new* have a third homophone: *gnu*.

Item 4. For more on these <tw> words see the teaching notes to Book 4, Lesson 30. Re: *threw*, *knew*, and *blew*: The related words we’re interested in here are *throw*, *know*, and *blow*. The question about *choose*, *chews* and the others is more open-ended. Possible observations: *Choose* is related to *chose*, also with <o>. One thing you chew is chow, also with <w>. *You* is related to *your*, also with <ou>. “A bird flew out of the dew-covered yew.” “He hoes his garden without any shoes.” “His shoes pinch his toes.” That sort of thing.

9.10 Lesson Ten

Test One

TABLE 9.26:

Words	Analysis
1. <i>loser</i>	$[\bar{u}] = \langle o \rangle$ Free base + suffix = <u>los</u> + <u>er</u>
2. <i>collected</i>	Prefix + Bound base + suffix = <u>col</u> + <u>l</u> + <u>lect</u> + <u>ed</u>
3. <i>through</i>	$[\bar{u}] = \langle ou \rangle$
4. <i>looser</i>	$[\bar{u}] = \langle oo \rangle$ Free base + suffix = <u>loos</u> + <u>er</u>
5. <i>rumors</i>	$[\bar{u}] = \langle u \rangle$
6. <i>chooses</i>	$[\bar{u}] = \langle oo \rangle$ Free base + suffix = <u>cho</u> + <u>l</u> + <u>ledge</u>
7. <i>chewy</i>	$[\bar{u}] = \langle ew \rangle$ Free base + suffix = <u>chew</u> + <u>y</u>
8. <i>connecting</i>	Prefix + bound base + suffix = <u>con</u> + <u>n</u> + <u>nect</u> + <u>ing</u>
9. <i>shoes</i>	$[\bar{u}] = \langle o \rangle$ Free base + suffix = <u>shoe</u> + <u>s</u>
10. <i>compelling</i>	Prefix + bound base + suffix = <u>com</u> + <u>pel</u> + <u>l</u> + <u>ing</u>

Teaching Notes.

1 and 4. These near-homophones can be tricky. The students should see that the suffix *-er* in *loser* means “one that does,” while the *-er* in *looser* means “more.”

3. It is important that the students see that the diacritic <gh> is not part of the spelling of $[\bar{u}]$. It is part of the context in which this <ou>spelling occurs.

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 9.27:

Word	= Prefix	+ Base	+ Suffix
exacting	= <i>ex</i>	+ <i>act</i>	+ <i>ing</i>
expanded	= <i>ex</i>	+ <i>pand</i>	+ <i>ed</i>
excitement	= <i>ex</i>	+ <i>cite</i>	+ <i>ment</i>
explorer	= <i>ex</i>	+ <i>ploré</i>	+ <i>er</i>
excluding	= <i>ex</i>	+ <i>cludé</i>	+ <i>ing</i>
exclaiming	= <i>ex</i>	+ <i>claim</i>	+ <i>ing</i>
exposure	= <i>ex</i>	+ <i>posé</i>	+ <i>ure</i>
expanded	= <i>ex</i>	+ <i>pand</i>	+ <i>ed</i>
expertise	= <i>ex</i>	+ <i>pert</i>	+ <i>ise</i>
extender	= <i>ex</i>	+ <i>tend</i>	+ <i>er</i>

2. A base that can stand free as a word is called a *free base*. A base that cannot stand free as a word is called a *bound base*. In the word *exacting*, *act* is a free base, but in the word *expanded*, *pand* is a bound base because it cannot stand free as a word.

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 9.28:

Word	= Prefix	+ Bound Base	+ Suffix	Meaning of Base
excepted	= <i>ex</i>	+ <i>cept</i>	+ <i>ed</i>	“take, seize”
excesses	= <i>ex</i>	+ <i>cess</i>	+ <i>es</i>	“go, withdraw”
exceeding	= <i>ex</i>	+ <i>ceed</i>	+ <i>ing</i>	“go, withdraw”
exhibits	= <i>ex</i>	+ <i>hibit</i>	+ <i>s</i>	“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.

TABLE 9.29:

Set #1	Word	= Prefix	+ Bound Base	+ Suffix
	prohibited	= <i>pro</i>	+ <i>hibit</i>	+ <i>ed</i>
	inhibiting	= <i>in</i>	+ <i>hibit</i>	+ <i>ing</i>

TABLE 9.29: (continued)

	Word	= Prefix	+ Bound Base	+ Suffix
	exhibition	= <i>ex</i>	+ <i>hibit</i>	+ <i>ion</i>
Set #2	proceeded	= <i>pro</i>	+ <i>ceed</i>	+ <i>ed</i>
	succeeds	= <i>sub</i> + <i>c</i>	+ <i>ceed</i>	+ <i>s</i>
	exceeding	= <i>ex</i>	+ <i>ceed</i>	+ <i>ing</i>
Set #3	recesses	= <i>re</i>	+ <i>cess</i>	+ <i>es</i>
	succeeds	= <i>sub</i> + <i>c</i>	+ <i>cess</i>	+ <i>es</i>
	accessed	= <i>ad</i> + <i>c</i>	+ <i>cess</i>	+ <i>ed</i>
Set #4	concepts	= <i>com</i> + <i>n</i>	+ <i>cept</i>	+ <i>s</i>
	accepted	= <i>ad</i> + <i>c</i>	+ <i>cept</i>	+ <i>ed</i>
	reception	= <i>re</i>	+ <i>cept</i>	+ <i>ion</i>
	intercepted	= <i>inter</i>	+ <i>cept</i>	+ <i>ed</i>

Teaching Notes.

Item 3. Again, the students' observations about connections between the root meanings and the current meanings of these words can get a bit discursive and idiosyncratic. And again, arriving at an agreed-upon "correct" answer is probably less important than the chance for thought and discussion, and honest disagreement. We are looking for observations such as the following: "*Excepted* means that something has been taken out or taken from, and that is what you do when you except something: you leave it out." "*Excess* means "go out," and when something is an excess it goes out beyond what you need or want." That sort of thing.

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 assimilations that take place:

TABLE 9.30:

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 = *ex* + *lect*, with <l>

collect = *com* + *l* + *lect*, 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 9.31:

Word	= Prefix	+ Stem
election	= <i>ex</i>	+ <i>lection</i>
collection	= <i>com</i> + <i>l</i>	+ <i>lection</i>
emotion	=	+
commotion	=	+
immigrate	=	+
edicts	=	+

TABLE 9.31: (continued)

Word	= Prefix	+ Stem
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* + *spect*. All of the following words have this same unusual assimilation. Analyze each one into prefix plus stem, showing the < s >-deletion:

TABLE 9.32:

Word	= Prefix	+ Stem
expect	= <i>ex</i>	+ <i>spect</i>
exist	= <i>ex</i>	+ <i>ist</i>
expire	= <i>ex</i>	+ <i>pire</i>
executive	= <i>ex</i>	+ <i>ecutive</i>
exertion	= <i>ex</i>	+ <i>ertion</i>
extinct	= <i>ex</i>	+ <i>tinct</i>
extant	= <i>ex</i>	+ <i>tant</i>
extinguisher	= <i>ex</i>	+ <i>tinguisher</i>
exude	= <i>ex</i>	+ <i>ude</i>

Teaching Notes.

Ex- has a complex pattern of assimilation. A reasonable summary could go as follows: (i) In older words *ex-* assimilates fully to *ef-* before < f >; (ii) it remains *ex-* before all other voiceless consonants and before vowels; (iii) it assimilates partially to *e-* before voiced consonants; (iv) before stems that start with < s > it remains *ex-* but the initial < s > in the stem is deleted. There are further complications, usually in exotic or technical words, but the following are worth noting:

eccentric = e x + c + centric	eczema = e x + c + zema
ecclesiastic = e x + c + clesiastic	escape = e x + s + cape
éclair = e x + clair	escort = e x + s + cort
eclipse = e x + c + lipse	espresso = e x + s + presso
ecstasy = e x + c + stasy	essay = e x + s + say

The deletion of < s > at the beginning of stems is not as whimsical as it may seem: Since the < x > spells the combination [ks], the < s > is no longer needed to spell the [s] sound. For more on *ex-* and its assimilations, see *AES*, pp. 181-83.

Item 2. The point being made here is worth some emphasis since it is not at all unusual for *ex-* words like those listed here to be misspelled with double consonants after the <e>.

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 front of words and (~~can~~ / cannot) stand free as words. In the words *unpainted* and *insisting* un- and in- are prefixes.

Suffixes are elements that go at the end of words and (~~can~~ / cannot) stand free as words. In the words *unpainted* and *insisting* -ed and -ing are suffixes.

Bases are elements that carry the core of the word's meaning. In the words *unpainted* and *insisting* paint and sist are bases. **Free bases** are bases that can stand free as words. **Bound bases** are bases that cannot stand free as words. Is the base in the word *unpainted* free or is it bound? Free. Is the base in the word *insisting* free or is it bound? 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 9.33:

Word	= Prefix	+ Bound Base
accept	= <i>ad</i> + <i>c</i>	+ <i>cept</i>
effect	= <i>ex</i> + <i>f</i>	+ <i>fect</i>
commit	= <i>com</i>	+ <i>mit</i>
infect	= <i>in</i>	+ <i>fect</i>
resume	= <i>re</i>	+ <i>sume</i>
submit	= <i>sub</i>	+ <i>mit</i>
affect	= <i>ad</i> + <i>f</i>	+ <i>fect</i>
<i>subsume</i>	= <i>sub</i>	+ <i>sume</i>
admit	= <i>ad</i>	+ <i>mit</i>
except	= <i>ex</i>	+ <i>cept</i>
concept	= <i>con</i> + <i>n</i>	+ <i>cept</i>
consume	= <i>con</i> + <i>n</i>	+ <i>sume</i>
include	= <i>in</i>	+ <i>clude</i>
emit	= <i>ex</i>	+ <i>mit</i>
conclude	= <i>con</i> + <i>n</i>	+ <i>clude</i>
assume	= <i>ad</i> + <i>s</i>	+ <i>sume</i>
exclude	= <i>ex</i>	+ <i>clude</i>

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 9.34:

Word	= Prefix	+ Bound Base	+ Suffix
emitted	= <i>ex</i>	+ <i>mit + t</i>	+ <i>ed</i>
intercepting	= <i>inter</i>	+ <i>cept</i>	+ <i>ing</i>
secluded	= <i>se</i>	+ <i>cludē</i>	+ <i>ed</i>
transmitter	= <i>trans</i>	+ <i>mit + t</i>	+ <i>er</i>
consumer	= <i>con + n</i>	+ <i>sumē</i>	+ <i>er</i>
perfectly	= <i>per</i>	+ <i>fect</i>	+ <i>ly</i>
affection	= <i>ad + f</i>	+ <i>fect</i>	+ <i>ion</i>
reception	= <i>re</i>	+ <i>cept</i>	+ <i>ion</i>



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.

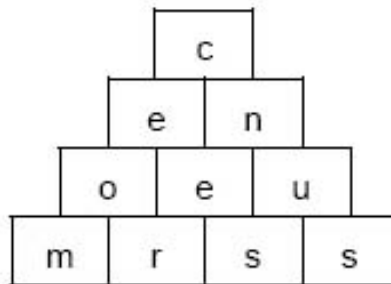


TABLE 9.35:

Description of Stem	Stem	Analysis of Stem
1. Bound base	<i>sume</i>	
2. Prefix + bound base	<i>consume</i>	<i>con + n + sume</i>
3. Prefix + bound base + suffix ¹	<i>consumer</i>	<i>con + n + sumē + er</i>
4. Prefix + bound base + suffix ¹ + suffix ²	<i>consumers</i>	<i>con + n + sumē + er + s</i>

Teaching Notes.

Word Pyramids. This Pyramid can be difficult for some students. A good hint is a list of the four-letter bound bases worked with in this lesson: *cept*, *fect*, and *sume*. That’s a powerful hint because there is no < p >, < t >, or < f > in the Pyramid, which eliminates *cept* and *fect*. Another hint: Since the instructions indicate that there is <e>-deletion in the target word, the base probably ends with <e>, which narrows the field to *sume*. That leaves only <c>, <e>, <n>, <o>, <r>, and < s > for the prefix and two suffixes.

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 9.36:

Word	= Prefix	+ Stem
offer	= <i>ob</i> + <i>f</i>	+ <i>fer</i>
object	= <i>ob</i>	+ <i>ject</i>
obstruct	= <i>ob</i>	+ <i>struct</i>
opportunity	= <i>ob</i> + <i>p</i>	+ <i>portunity</i>
occur	= <i>ob</i> + <i>c</i>	+ <i>cur</i>
omit	= <i>ob</i> +	+ <i>mit</i>
omission	= <i>ob</i> +	+ <i>mission</i>

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 9.37:

Word	= Prefix	+ Stem
discontent	= <i>dis</i>	+ <i>content</i>
difficult	= <i>dis</i> + <i>f</i>	+ <i>ficult</i>
discomfort	= <i>dis</i>	+ <i>comfort</i>
directing	= <i>dis</i> +	+ <i>recting</i>
divides	= <i>dis</i> +	+ <i>vides</i>
discontinue	= <i>dis</i>	+ <i>continue</i>
division	= <i>dis</i>	+ <i>vision</i>
disproof	= <i>dis</i>	+ <i>proof</i>
divorced	= <i>dis</i> +	+ <i>vorced</i>
disappoint	= <i>dis</i>	+ <i>appoint</i>

3. Each of the following words contains a bound base and a prefix. Some contain a suffix. Analyze each word:

TABLE 9.38:

Word	= Analysis
convict	= <i>con</i> + <i>n</i> + <i>vict</i>
addicted	= <i>ad</i> + <i>dict</i> + <i>ed</i>
exploring	= <i>ex</i> + <i>plor</i> + <i>ing</i>
congress	= <i>con</i> + <i>n</i> + <i>gress</i>

TABLE 9.38: (continued)

Word	= Analysis
correct	= <i>cor</i> + <i>r</i> + <i>rect</i>
suggest	= <i>sub</i> + <i>g</i> + <i>gest</i>
objects	= <i>ob</i> + <i>ject</i> + <i>s</i>
respectful	= <i>re</i> + <i>spect</i> + <i>ful</i>
indictment	= <i>in</i> + <i>dict</i> + <i>ment</i>
adjective	= <i>ad</i> + <i>ject</i> + <i>ive</i>
announcer	= <i>ad</i> + <i>n</i> + <i>nounc</i> + <i>er</i>
instructing	= <i>in</i> + <i>struct</i> + <i>ing</i>
collected	= <i>com</i> + <i>l</i> + <i>lect</i> + <i>ed</i>
suffering	= <i>sub</i> + <i>f</i> + <i>fer</i> + <i>ing</i>
elects	= <i>ex</i> + <i>lect</i> + <i>s</i>
editor	= <i>ex</i> + <i>dit</i> + <i>or</i>
consisting	= <i>com</i> + <i>n</i> + <i>sist</i> + <i>ing</i>

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 9.39:

Word	= Analysis
suspect	= <i>sub</i> + <i>spect</i>
prospect	= <i>pro</i> + <i>spect</i>
aspect	= <i>ad</i> + <i>spect</i>
inspect	= <i>in</i> + <i>spect</i>
respect	= <i>re</i> + <i>spect</i>
perspective	= <i>per</i> + <i>spect</i>
expect	= <i>ex</i> + <i>spect</i>

Teaching Notes.

Item 1. The assimilation pattern for *ob-* is consistent with the general tendency to avoid juxtaposing voiced and voiceless consonants. The pattern can be described as follows: (i) *Ob-* assimilates fully before <c>, <f>, and <p>; (ii) it assimilates partially, to *o-*, before <m>; (iii) it assimilates partially to *os-* before <t>: *ostensible* (*ob* + *s* + *tens* + *ible*), *ostentatious* (*ob* + *s* + *tent* + *atious*); (iv) elsewhere it follows the rule of simple addition. There are a very few frequently used holdouts to this pattern, involving simple addition though it juxtaposes the voiced [b] with a voiceless consonant: *obtain*, *obstinate*, *obfuscate*, and probably *obscene*. A number of recent and technical formations also follow simple addition. For more on *ob-*, see *AES*, pp. 195-96.

Item 2. The assimilation pattern for *dis-* can be described as follows: (i) *Dis-* assimilates fully before <f>; (ii) it assimilates partially, to *di-*, sometimes before <d>, <g>, <j>, <sc>, and <sp>, more often before <l>, <m>, <r>, <st>, and <v>; (iii) elsewhere it follows the rule of simple addition. For more on *dis-*, see *AES*, pp. 193-94.

Item 4. The <s>-deletions in *suspect* and *aspect* are consistent with a weak constraint in English against double consonants within strings of three or more consonants: The normal assimilation of *sub* + *spect* would lead to **suspect*; that of *ad* + *spect* would lead to **aspect*, both with <ss> in the three-consonant string <ssp>. For more on this doublet constraint, see *AES*, pp. 77-80. As discussed earlier, the <s> deletion in *expect* is due to the fact that <x> spells [ks], making the <s> redundant. See the teaching notes and item 3 in Book 5, Lesson 12.

9.15 Lesson Fifteen

Practice with Prefixes, Suffixes, and Bound Bases

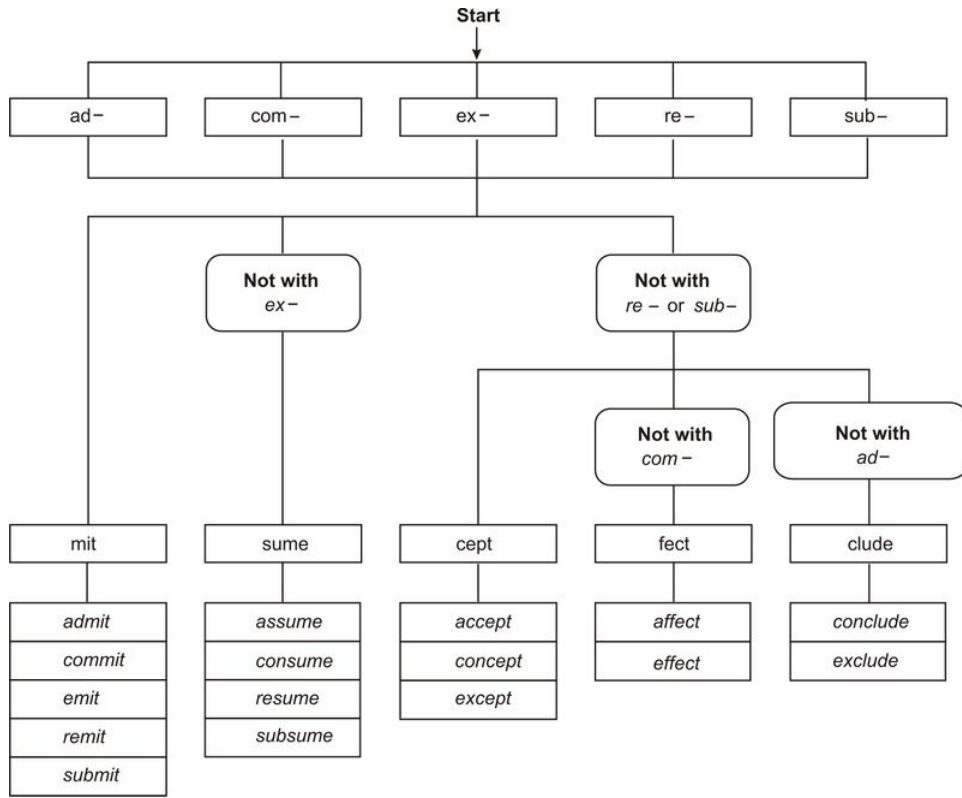
1. Each of the following words contains a bound base. Some have two prefixes, some have only one. Some have two suffixes, some only one. Some of the prefixes and suffixes may be new to you, but you have worked with all of the bound bases. Analyze each word into all of its elements, and show any changes that take place when the elements combine:

TABLE 9.40:

Word	= Analysis
suffering	= <i>sub</i> + <i>f</i> + <i>fer</i> + <i>ing</i>
effective	= <i>ex</i> + <i>f</i> + <i>fect</i> + <i>ive</i>
committee	= <i>com</i> + <i>mit</i> + <i>t</i> + <i>ee</i>
prohibited	= <i>pro</i> + <i>hibit</i> + <i>ed</i>
admittedly	= <i>ad</i> + <i>mit</i> + <i>t</i> + <i>ed</i> + <i>ly</i>
divorcing	= <i>dis</i> + <i>vorc</i> + <i>ing</i>
offering	= <i>ob</i> + <i>f</i> + <i>fer</i> + <i>ing</i>
announcer	= <i>ad</i> + <i>n</i> + <i>nounc</i> + <i>er</i>
unassuming	= <i>un</i> + <i>ad</i> + <i>s</i> + <i>sum</i> + <i>ing</i>
excessively	= <i>ex</i> + <i>cess</i> + <i>ive</i> + <i>ly</i>
immigrate	= <i>im</i> + <i>m</i> + <i>migr</i> + <i>ate</i>
correcting	= <i>cor</i> + <i>r</i> + <i>rect</i> + <i>ing</i>
included	= <i>in</i> + <i>clud</i> + <i>ed</i>
mispronounced	= <i>mis</i> + <i>pro</i> + <i>nounc</i> + <i>ed</i>
disrespectfully	= <i>dis</i> + <i>re</i> + <i>spect</i> + <i>ful</i> + <i>ly</i>
constructing	= <i>con</i> + <i>n</i> + <i>struct</i> + <i>ing</i>
uncollected	= <i>un</i> + <i>con</i> + <i>l</i> + <i>lect</i> + <i>ed</i>
misconceptions	= <i>mis</i> + <i>con</i> + <i>n</i> + <i>cept</i> + <i>ion</i> + <i>s</i>
uncommitted	= <i>un</i> + <i>com</i> + <i>mit</i> + <i>t</i> + <i>ed</i>
ineffectively	= <i>in</i> + <i>ex</i> + <i>f</i> + <i>fect</i> + <i>ive</i> + <i>ly</i>



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.



9.16 Lesson Sixteen

Test Two

TABLE 9.41:

Words

1. *effectively*
2. *election*
3. *consumers*
4. *excepted*
5. *excessively*
6. *concepts*
7. *corrected*
8. *affection*
9. *admittedly*
10. *acceptable*

Fill in th blanks

- Prefix + bound base + suffix + suffix = ex + f + fect + ive + ly
- Prefix + bound base + suffix = ex + lect + ion
- Prefix + bound base + suffix + suffix = con + n + sum + er + s
- Prefix + bound base + suffix = ex + cept + ed
- Prefix + bound base + suffix¹ + suffix² = ex + cess + ive + ly
- Prefix + bound base + suffix = con + n + cept + s
- Prefix + bound base + suffix = con + r + rect + ed
- Prefix + bound base + suffix = ad + f + fect + ion
- Prefix + bound base + suffix + suffix = ad + mit + t + ed + ly
- Prefix + bound base + suffix = ad + 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 *bib*. Underline the letters that spell [b] in the following words:

<u>b</u> ulb	o <u>b</u> ject	<u>b</u> lossom	<u>b</u> uy
o <u>b</u> tain	sui <u>t</u> able	su <u>b</u> ject <u>b</u>	co <u>m</u> bi <u>n</u> e
so <u>b</u>	in <u>h</u> ibit	<u>b</u> ottle	re <u>p</u> u <u>b</u> lic
ab <u>s</u> olute	ex <u>h</u> ibit	<u>b</u> uilding	u <u>m</u> br <u>e</u> lla
<u>b</u> alanced	<u>b</u> ewilder	<u>b</u> right	su <u>b</u> ur <u>b</u>

2. Now sort the twenty words into these three groups:

TABLE 9.42: Words in which the [b] is ...

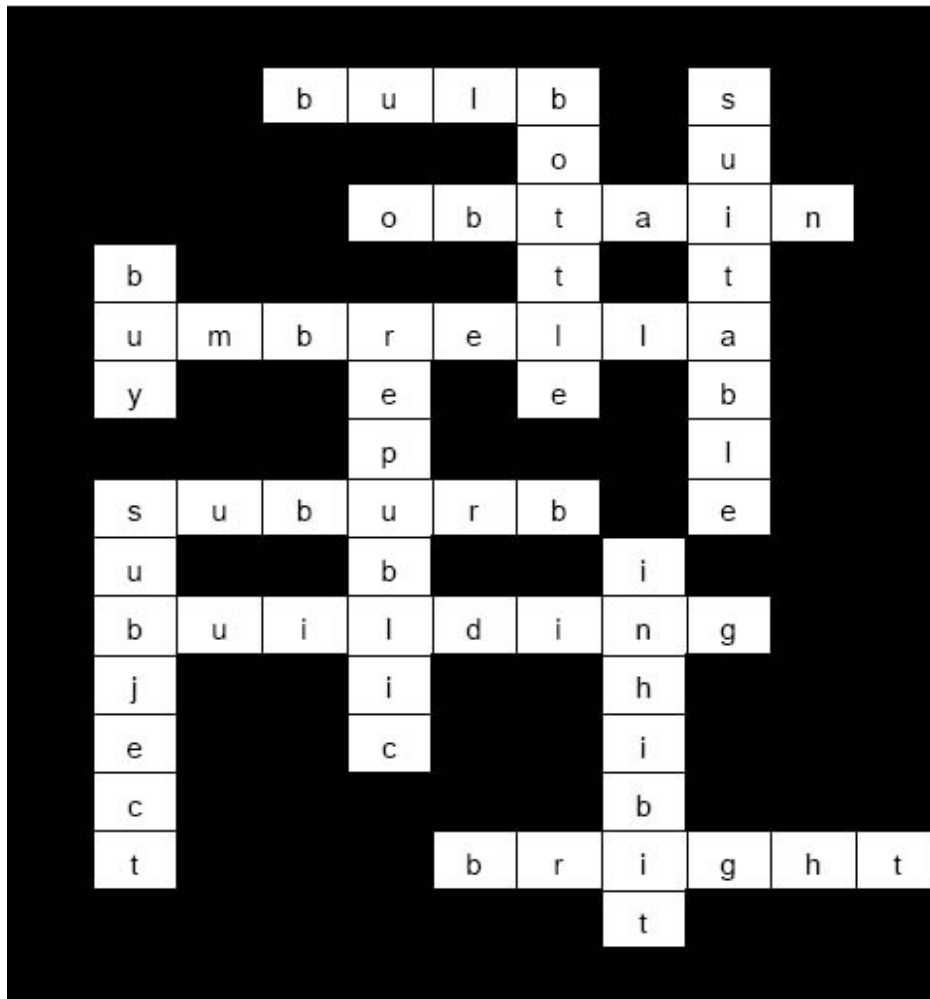
in front	in the middle	in the middle	at the end
<i>bulb</i>	<i>obtain</i>	<i>subject</i>	<i>bulb</i>
<i>balanced</i>	<i>absolute</i>	<i>combine</i>	<i>sob</i>
<i>bewilder</i>	<i>object</i>	<i>republic</i>	<i>suburb</i>
<i>blossom</i>	<i>suitable</i>	<i>umbrella</i>	
<i>bottle</i>	<i>inhibit</i>	<i>suburb</i>	
<i>building</i>	<i>exhibit</i>		
<i>bright</i>			
<i>buy</i>			

3. What letter spells [b] in these twenty words? < b > The sound [b] is spelled that way about ninety-five times out of a hundred!

4. Most of the time [b] is spelled < b >.



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.



- a. *bottle*
- b. *bright*
- c. *building*
- d. *bulb*
- e. *buy*
- f. *inhibit*
- g. *obtain*
- h. *republic*
- i. *subject*
- j. *suburb*
- k. *suitable*
- l. *umbrella*

Teaching Note.

Word Squares. This Squares sounds harder than it really is. If the students remember to start with what they are absolutely sure of, they will start with the word *buy* in the only 3-letter slot in the puzzle: There are two only three-letter words in the list in Item 1, *sob* and *buy*. If they were to pick *sob*, they would need to find an 8-letter word that starts with <o>, and there is no such word in the list. In Item 1 There is, however, the 8-letter *umbrella*, which would require *buy* in the 3-letter slot. From that start, there are enough clues to lead unambiguously to the correct twelve words in the correct positions.

9.18 Lesson Eighteen

Some Words With <bb>

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

<u>b</u> right	cr <u>ab</u> by	rab <u>b</u> it	scr <u>u</u> b <u>b</u> o <u>ar</u> d
gr <u>ab</u> b <u>e</u> d	cr <u>u</u> m <u>b</u> l <u>e</u>	st <u>u</u> b <u>b</u> o <u>rn</u>	ex <u>h</u> i <u>b</u> i <u>t</u>
d <u>u</u> m <u>b</u> b <u>e</u> l <u>l</u>	ri <u>b</u> b <u>o</u> n	ro <u>b</u> b <u>e</u> r	ho <u>b</u> b <u>y</u>
scr <u>u</u> b <u>b</u> i <u>n</u> g	ca <u>b</u> b <u>a</u> g <u>e</u>	ru <u>b</u> b <u>e</u> r	so <u>b</u> b <u>e</u> d

2. Now sort the sixteen words into these groups:

TABLE 9.43: Words with [b] spelled ...

<bb>		< b >
<i>grabbed</i>	<i>stubborn</i>	<i>bright</i>
<i>dumbbell</i>	<i>robber</i>	<i>crumble</i>
<i>scrubbing</i>	<i>rubber</i>	<i>exhibit</i>
<i>crabby</i>	<i>scrubboard</i>	
<i>ribbon</i>	<i>hobby</i>	
<i>cabbage</i>	<i>sobbed</i>	
<i>rabbit</i>		

3. **Twinning Rule.** You twin the final consonant of a free stem that has one vowel sound and ends CVC when you add a suffix that starts with a vowel. And you twin the final consonant of a free stem that has two vowel sounds whenever you add a suffix that starts with a vowel if the stem ends CVC and has strong stress on the final 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 9.44:

Word with <bb>from twinning	= Analysis
<i>grabbed</i>	= <i>grab + b + ed</i>
<i>scrubbing</i>	= <i>scrub + b + ing</i>
<i>crabby</i>	= <i>crab + b + y</i>
<i>robber</i>	= <i>rob + b + er</i>
<i>rubber</i>	= <i>rub + b + er</i>
<i>sobbed</i>	= <i>sob + b + ed</i>

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 's come from:

TABLE 9.45:

Word with <bb>from twinning	= Analysis
<i>dumbbell</i>	= <i>dumb</i> + <i>bell</i>
<i>scrubboard</i>	= <i>scrub</i> + <i>board</i>

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>:

ribbon

cabbage

rabbit

stubborn

hobby

6. Two ways to spell [b] are and <bb>. 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* to 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.

Teaching Notes.

Item 1. Dictionaries show *scrubboard* pronounced with [b-b], which it is in careful, "recitation" speech. But in everyday, informal speech it is usually pronounced with just a single [b].

For more on the spelling of [b], see *AES*, pp. 328-33.

9.19 Lesson Nineteen

Words With <ble>and <bble>

- In the VC**C**le pattern the vowel is *short*, but in the VC**l**e pattern the vowel is *long*.
- Underline the letters that spell [b] in each of the following words:

abl <u>e</u>	pebb <u>l</u> e	scrambl <u>e</u>	feeb <u>l</u> e
scribb <u>l</u> e	trembl <u>l</u> e	bibl <u>e</u>	gobb <u>l</u> er
resembl <u>e</u>	nobl <u>e</u>	rubbl <u>e</u>	humb <u>l</u> e
gambl <u>e</u>	bubb <u>l</u> e	nibbl <u>e</u>	tabl <u>e</u>

- Sort the sixteen words into this matrix:

TABLE 9.46: Words in which the [b] comes right...

	after a consonant	after a long vowel	
Words with [b] spelled 	<i>resemble</i>	<i>able</i>	
	<i>gamble</i>	<i>noble</i>	
	<i>tremble</i>	<i>bible</i>	
	<i>scramble</i>	<i>feeble</i>	
	<i>humble</i>	<i>table</i>	
Words with [b] spelled <bb>			<i>scribble</i>
			<i>pebble</i>
			<i>bubble</i>
			<i>rubble</i>
			<i>nibble</i>
			<i>gobble</i>

- 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 <bb>.
- So far you have worked with two different spellings of [b]: and <bb>.
- 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 9.47:

Compound Word	= Stem#1 + Stem#2
cupboard	= <i>cup</i> + <i>board</i>
raspberry	= <i>rasp</i> + <i>berry</i>

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>.

Teaching Notes.

Item 1. The *VCle* and *VCcle* patterns are introduced in Book 4, Lesson 27.

Item 5. The way in which the [p] is lost in <pb>in *cupboard* and *raspberry* parallels the way the [b] is lost in <bp>in *subpoena* : When [b] and [p] come together, the sound of the first is lost. See *AES*, p. 328, section 26.2.2. The bound base *rasp* in *raspberry* has nothing to do with *rasp* “coarse file.” It is formed from an earlier English word *raspis* “raspberry,” itself probably from Latin *raspecia* “raspberry.” The free base *berry* was probably added as a clarifier much as *apple* was added to the earlier *crab* “a wild, sour apple.”

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 smooth one seemed okay.

The very stubborn one seemed okay.

The very exact one seemed okay.

The very bright 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 smoothness surprised us.

Their stubbornness surprised us.

Their exactness surprised us.

Their brightness surprised us.

4. Each of these four nouns consists of a shorter adjective plus the suffix *-ness*. Analyze them to show this:

TABLE 9.48:

Noun	= Adjective	+ Suffix
smoothness	= <i>smooth</i>	+ <i>ness</i>
stubbornness	= <i>stubborn</i>	+ <i>ness</i>
exactness	= <i>exact</i>	+ <i>ness</i>
brightness	= <i>bright</i>	+ <i>ness</i>

5. Change each of the following adjectives into a noun by adding the suffix *-ness* to each one:

TABLE 9.49:

Adjective	+ Suffix	= Noun
complete	+ <i>ness</i>	= <i>completeness</i>
feeble	+ <i>ness</i>	= <i>feebleness</i>
crabby+ <i>i</i>	+ <i>ness</i>	= <i>crabbiness</i>
elaborate	+ <i>ness</i>	= <i>elaborateness</i>
suitable	+ <i>ness</i>	= <i>suitableness</i>
golden	+ <i>ness</i>	= <i>goldenness</i>
direct	+ <i>ness</i>	= <i>directness</i>

Teaching Notes.

Item 3. Be sure the students get the <nn>in *stubbornness* : one <'n>at the end of *stubborn* , one at the beginning of *-ness*.

The suffix *-ness* has almost exactly the same function and meaning as the suffix *-ity*. Though in some cases nouns with *-ness* and those with *-ity* have developed quite distinct meanings, most often it is very difficult to see any difference at all. Some examples: *civilness, civility; subjectiveness, subjectivity; effectiveness, effectivity; realness, reality; saneness, sanity; pureness, purity; falseness, falsity; laxness, laxity; publicness, publicity*. Some examples involving spelling differences: *suitableness, suitability; nobleness, nobility; humbleness, humility; enormousness, enormity*. Students will study the suffix *-ity* in Book 8.

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 9.50:

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 9.51:

Noun	= Verb	+ Suffix
achievement	= <i>achieve</i>	+ <i>ment</i>
acknowledgement	= <i>acknowledge</i>	+ <i>ment</i>
excitement	= <i>excite</i>	+ <i>ment</i>
disappointment	= <i>disappoint</i>	+ <i>ment</i>
contentment	= <i>content</i>	+ <i>ment</i>
government	= <i>govern</i>	+ <i>ment</i>
improvement	= <i>improve</i>	+ <i>ment</i>
pronouncement	= <i>pronounce</i>	+ <i>ment</i>
accompaniment	= <i>accompany</i> + <i>i</i>	+ <i>ment</i>
concealment	= <i>conceal</i>	+ <i>ment</i>

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 9.52:

Verb	Verb + <i>-er</i> = Noun	Verb + <i>-ment</i> = Noun
employ	<i>employ</i> + <i>er</i> = <i>employer</i>	<i>employ</i> + <i>ment</i> = <i>employment</i>
adjust	<i>adjust</i> + <i>er</i> = <i>adjuster</i>	<i>adjust</i> + <i>ment</i> = <i>adjustment</i>
refresh	<i>refresh</i> + <i>er</i> = <i>refresher</i>	<i>refresh</i> + <i>ment</i> = <i>refreshment</i>
settle	<i>settle</i> + <i>er</i> = <i>settler</i>	<i>settle</i> + <i>ment</i> = <i>settlement</i>
develop	<i>develop</i> + <i>er</i> = <i>developer</i>	<i>develop</i> + <i>ment</i> = <i>development</i>

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 9.53:

Words	= Analysis
repayment	= <i>re</i> + <i>pay</i> + <i>ment</i>
reinvestment	= <i>re</i> + <i>in</i> + <i>vest</i> + <i>ment</i>
misjudgements	= <i>mis</i> + <i>judge</i> + <i>ment</i> + <i>s</i>
appointments	= <i>ad</i> + <i>p</i> + <i>point</i> + <i>ment</i> + <i>s</i>
nourishment	= <i>nourish</i> + <i>ment</i>
misgovernment	= <i>mis</i> + <i>govern</i> + <i>ment</i>
announcement	= <i>announce</i> + <i>ment</i>
restatement	= <i>re</i> + <i>state</i> + <i>ment</i>
indictments	= <i>indict</i> + <i>ment</i> + <i>s</i>
assignment	= <i>ad</i> + <i>s</i> + <i>sign</i> + <i>ment</i>
bewilderment	= <i>bewilder</i> + <i>ment</i>
annulment	= <i>annul</i> + <i>ment</i>
achievements	= <i>achieve</i> + <i>ment</i> + <i>s</i>
unemployment	= <i>un</i> + <i>employ</i> + <i>ment</i>

Teaching Notes.

Item 1. Nouns are first introduced in Book 2, Lesson 24, verbs in Book 3, Lesson 8.

Item 5. The verb *vest* is rare enough that I would be inclined to allow the analysis *reinvestment* = *re* + *invest* + *ment*, with the more common verb *invest*.

9.22 Lesson Twenty-two

Test Three

TABLE 9.54:

Words

1. *brightness*
2. *stubbornness*
3. *reinvested*
4. *employer*
5. *exhibited*
6. *refreshments*
7. *bubbling*
8. *excitement*
9. *suitable*
10. *exactness*

Analysis

[b] = < *b* > Free base + suffix = *bright* + *ness*

[b] = < *bb* > [n] = < *nn* > Free stem + suffix = *stubborn*
+ *ness*

Prefix¹ + prefix² + free base + suffix = *re* + *in* + *vest* +
ed

Free stem + suffix = *employ* + *er*

[b] = < *b* > Prefix + bound base + suffix = *ex* + *hibit* +
ed

Prefix + free base + suffix¹ + suffix² = *re* + *fresh* + *ment*
+ *s*

[b] = < *b* > & < *bb* > Free base + suffix = *bubble* + *ing*

Free stem + suffix = *excite* + *ment*

Free base + suffix = *suit* + *able*

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:

att <u>en</u> dance	suic <u>i</u> de	sc <u>o</u> l <u>de</u> d	fo <u>l</u> der
be <u>w</u> ild <u>e</u> r	in <u>d</u> ict	<u>d</u> e <u>b</u> t	<u>d</u> oughnut
e <u>v</u> id <u>e</u> nt	<u>d</u> ifficult	ra <u>d</u> io	<u>d</u> ecid <u>e</u> d
li <u>q</u> uid	se <u>cl</u> ud <u>e</u> d	ex <u>t</u> end	correspo <u>n</u> d
buil <u>d</u> ing	crowd <u>e</u> d	<u>d</u> iv <u>i</u> de	<u>d</u> evelop

2. Sort the twenty words into these three groups. Some words will go into more than one group:

TABLE 9.55: Words in which [d] is...

in the front

difficult
debt
divide
doughnut
decided
develop

in the middle

attendance
bewilder
evident
building
indict
secluded
crowded
scolded
radio
folder
decided

at the end

liquid
suicide
secluded
crowded
scolded
extend
divide
decided
correspond

3. How is [d] spelled in all of these words? < d >. More than nine times out of ten [d] is spelled that way.



Crosswords. The following crossword puzzle contains only words from this lesson.

Across

- LIQUID—Fluid
- BUILDING—A structure
- DEBT—Something owed

- 10. BEWILDER—Confuse
- 12. SCOLDED—Bawled out
Down
- 2. DEVELOP—Grow
- 3. RADIO—A communication device
- 4. DOUGHNUT—A round treat
- 5. SUICIDE—Killing oneself
- 7. DIFFICULT—Hard, not easy
- 9. EXTEND—Stretch
- 11. INDICT—Officially accuse

Teaching Notes.

For more on the spelling of [d], see *AES*, pp. 337-42.

9.24 Lesson Twenty-four

Some Words With

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

add <u>ition</u>	add <u>ress</u>	nod <u>ding</u>	head <u>dress</u>
sudd <u>en</u>	ladd <u>er</u>	pudd <u>ing</u>	wedd <u>ing</u>
shredd <u>ed</u>	sadd <u>en</u>	redd <u>er</u>	god <u>dess</u>
edd <u>y</u>	od <u>dest</u>	forbid <u>den</u>	god <u>daughter</u>
shudd <u>er</u>	mudd <u>y</u>	add <u>ict</u>	grand <u>dad</u>

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 <d> comes from in each one.

TABLE 9.56:

Word	= Analysis
<i>addition</i>	= <i>ad + dition</i>
<i>address</i>	= <i>ad + dress</i>
<i>addict</i>	= <i>ad + dict</i>
<i>headdress</i>	= <i>head + dress</i>
<i>goddaughter</i>	= <i>god + daughter</i>
<i>granddad</i>	= <i>grand + dad</i>

3. You twin the final consonant of a free stem that has one vowel sound and ends CVC when you add a suffix that starts with a vowel. You twin the final consonant of a free stem that has two vowel sounds when you add a suffix that starts with a vowel if the stem ends CVC and has stress on its final 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 <d>:

TABLE 9.57:

Word	= Analysis
<i>shredded</i>	= <i>shred + d + ed</i>
<i>sadden</i>	= <i>sad + d + en</i>
<i>muddy</i>	= <i>mud + d + y</i>
<i>nodding</i>	= <i>nod + d + ing</i>
<i>redder</i>	= <i>red + d + er</i>
<i>forbidden</i>	= <i>forbid + d + en</i>

TABLE 9.57: (continued)

Word	= Analysis
wedding	= wed + d + ing
goddess	= god + d + ess

5. In the VCC pattern the vowel is usually *short*.

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:

sudden

shudder

oddest

eddy

ladder

pudding

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.

Teaching Notes.

Item 1. Dictionaries show *headdress* and *goddaughter* with [d-d] rather than [d], but in everyday informal speech they are probably most often pronounced with a single [d], as is *granddad*, even in the dictionaries.

CHAPTER 10 **Teacher 05-Lesson 25-48****Chapter Outline**

- 10.1 LESSON TWENTY-FIVE
 - 10.2 LESSON TWENTY-SIX
 - 10.3 LESSON TWENTY-SEVEN
 - 10.4 LESSON TWENTY-EIGHT
 - 10.5 LESSON TWENTY-NINE
 - 10.6 LESSON THIRTY
 - 10.7 LESSON THIRTY-ONE
 - 10.8 LESSON THIRTY-TWO
 - 10.9 LESSON THIRTY-THREE
 - 10.10 LESSON THIRTY-FOUR
 - 10.11 LESSON THIRTY-FIVE
 - 10.12 LESSON THIRTY-SIX
 - 10.13 LESSON THIRTY-SEVEN
 - 10.14 LESSON THIRTY-EIGHT
 - 10.15 LESSON THIRTY-NINE
 - 10.16 LESSON FORTY
 - 10.17 LESSON FORTY-ONE
 - 10.18 LESSON FORTY-TWO
 - 10.19 LESSON FORTY-THREE
 - 10.20 LESSON FORTY-FOUR
 - 10.21 LESSON FORTY-FIVE
 - 10.22 LESSON FORTY-SIX
 - 10.23 LESSON FORTY-SEVEN
 - 10.24 LESSON FORTY-EIGHT
-

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:

TABLE 10.1:

Words that end <dle>or <ddle>

<i>huddle</i>	<i>saddle</i>	<i>riddle</i>
<i>poodle</i>	<i>meddle</i>	<i>handle</i>
<i>cradle</i>	<i>candle</i>	<i>middle</i>
<i>needle</i>	<i>bundle</i>	<i>noodle</i>
<i>kindle</i>		
<i>idle</i>		

Words that do not end <dle>or <ddle>

eddies
vcc
pudding
vcc
odds
vcc
addict
vcc
suddenness
vcc
shuddered
vcc

3. Look at the six words that do not end <dle>or <ddle>. Mark the first vowel in each of them with a [U+0080] [U+0098] v'. Then mark the next two letters, either [U+0080] [U+0098] c' or [U+0080] [U+0098] v'.

You should find one pattern. What pattern is it? VCC. According to this pattern, should the first vowel be long or should it be short? short In these six words is the first vowel always long or is it short? short

4. In the VCCle pattern the vowel is short, but in the VCle pattern the vowel is long.

5. Now sort the fourteen words that end either <dle>or <ddle>into the following matrix:

TABLE 10.2: Words in which the [d] comes right after a ...

	consonant sound	long vowel sound	short vowel sound
Words with [d] spelled <d>	<i>kindle</i> <i>candle</i> <i>bundle</i> <i>handle</i>	<i>poodle</i> <i>cradle</i> <i>needle</i> <i>idle</i> <i>noodle</i>	
Words with [d] spelled <dd>			<i>huddle</i> <i>saddle</i> <i>meddle</i> <i>riddle</i> <i>middle</i>

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 <d>. But when there is <le>right after a [d] and a short vowel sound right in front of it, the [d] is spelled <dd>.

10.2 Lesson Twenty-six

Sometimes [d] is Spelled <ed>

- 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].
- 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	daddressed	scribbled	employed
grouped	governed	acknowledged	disarmed

TABLE 10.3: Words in which the *-ed* is pronounced ...

[t]	[id]	[d]	[d]
<i>pronounced</i>	<i>divided</i>	<i>radioed</i>	<i>scribbled</i>
<i>grouped</i>	<i>disappointed</i>	<i>settled</i>	<i>acknowledged</i>
<i>elapsed</i>	<i>collected</i>	<i>huddled</i>	<i>sobbed</i>
<i>addressed</i>	<i>attended</i>	<i>disturbed</i>	<i>employed</i>
<i>knocked</i>	<i>crowded</i>	<i>governed</i>	<i>disarmed</i>

- In many past tense verbs *-ed* is pronounced [d]. So at the end of many past tense verbs [d] is spelled <ed>. So far you have seen three different ways of spelling [d]. They are <d>, <dd >, and <ed>.
- 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*? <ld>. For hundreds of years the <l> in these words was pronounced too, but in time people stopped pronouncing it.
- Except for the words *solder*, *could*, *should*, and *would*, the sound [d] is spelled either <d>, <dd >, or <ed>.



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:

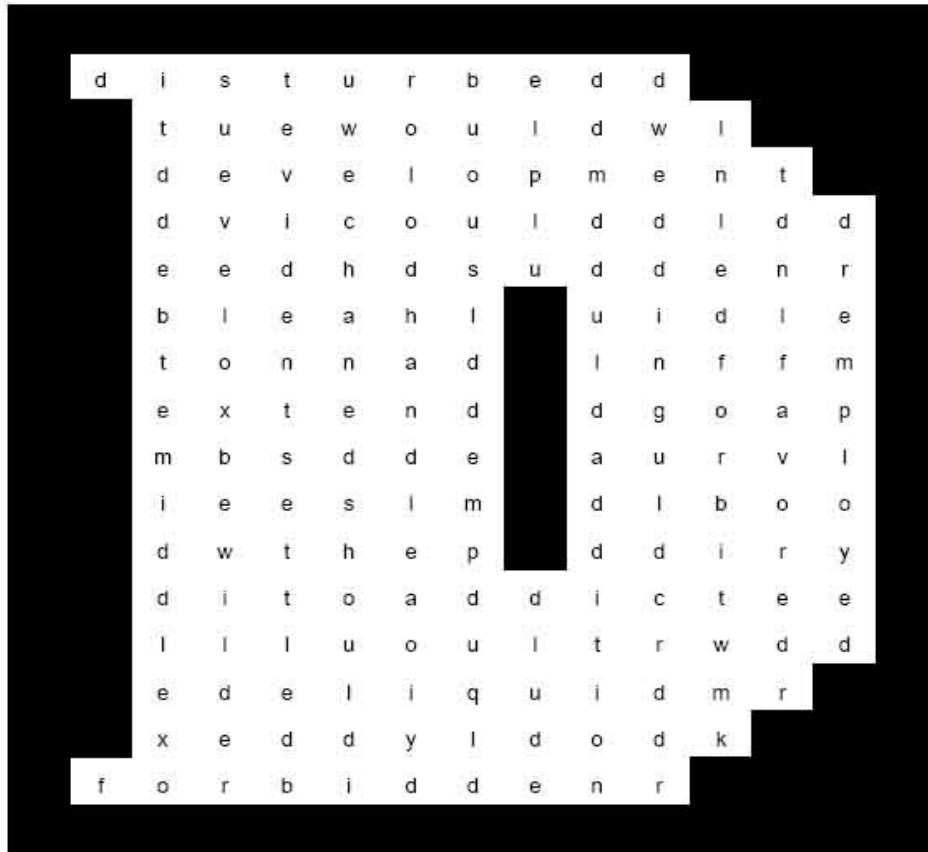


TABLE 10.4: Words with the sound [d] spelled

<d>	<dd >	<ed>	<ld>
<i>disturbed</i>	<i>sudden</i>	<i>disturbed</i>	<i>would</i>
<i>development</i>	<i>addict</i>	<i>settled</i>	<i>could</i>
<i>extend</i>	<i>eddy</i>	<i>favored</i>	<i>should</i>
<i>idle</i>	<i>forbidden</i>	<i>employed</i>	
<i>liquid</i>	<i>middle</i>		
<i>debt</i>	<i>addition</i>		
<i>bewilder</i>	<i>wedding</i>		
<i>evident</i>			
<i>handle</i>			

Teaching Notes.

Item 1. The rationale behind the three pronunciations of *-ed* is given in the teaching notes to Book 2, Lesson 12.

Item 4. Over the years the spelling of *could*, *should*, and *would* have grown more similar, highlighting their parallel functions as auxiliary verbs:

TABLE 10.5:

Old English	Middle English	American English
cūthe	couthe, coude	could
sceolde	scholde	should
wolde	wolde	would

If anyone should ask, the word *soldier* is related to *solder*. They both come from the Latin word *solidus* “solid”, which also was used as the name for a Roman coin and later came to mean something like “pay”. A soldier was one who fought for pay – solid pay.

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 [grán-muthr], 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 10.6:

Word	Analysis	= Analysis
friendship	Noun + suffix	= <i>friend + ship</i>
surrounds	Verb + suffix	= <i>surround + s</i>
handkerchief	Noun + noun	= <i>hand + kerchief</i>
comprehends	Verb + suffix	= <i>comprehend + s</i>
handful	Noun + suffix	= <i>hand + ful</i>
grounds	Noun + suffix	= <i>ground + s</i>
thousands	Noun + suffix	= <i>thousand + s</i>
bands	Noun + suffix	= <i>band + s</i>
grandfather	Adjective + noun	= <i>grand + father</i>
spends	Verb + suffix	= <i>spend + s</i>
handsome	Noun + suffix	= <i>hand + some</i>
husbands	Noun + suffix	= <i>husband + s</i>
landscape	Noun + suffix	= <i>land + scape</i>
handsful	Noun + suffix ¹ + suffix ²	= <i>hand + s + ful</i>
suspends	Verb + suffix	= <i>suspend + s</i>
weekends	Noun ¹ + suffix ² + suffix	= <i>week + end + s</i>
grandma	Adjective + noun	= <i>grand + ma</i>
corresponds	Verb + suffix	= <i>correspond + s</i>
islands	Noun + suffix	= <i>island + s</i>
attends	Verb + suffix	= <i>attend + s</i>
sounds	Verb + suffix	= <i>sound + s</i>
playgrounds	Noun ¹ + noun ² + suffix	= <i>play + ground + s</i>
bookends	Noun ¹ + noun ² + suffix	= <i>book + end + s</i>

3. In all of these words, where is the <d>in its element—at the front, the end, or in the middle? at the end. What letter is right in front of the <d>in each case? <n>. Is there a vowel after the <d>each time, or is it a consonant? consonant. What letter usually comes right after the <d>in these words? <s>.
4. Sometimes a <d>may not be pronounced if it comes at the end of its element, and it has an <n>. in front of it and a consonant after it, especially the letter <s>.

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.”

Teaching Notes.

Item 3 and 4. This easily-lost <d> occurs in a few different settings, but the reason for it can be explained in terms of the [ndz] sequence in most of the words listed in these two items. It is essentially a form of assimilation. All three of these consonant sounds — [n], [d], and [z] — are known technically as alveolars. That is, they are pronounced with the end of the tongue up near the back of the bony ridge, the alveolar ridge, down from which the upper teeth grow. When [n] is pronounced, the tongue is in the same position for [d] and very close to the position for [z]. Rather than pulling the tongue away from the ridge quickly to create the stop [d], we anticipate sliding the tongue into position for pronouncing the upcoming [z]. The result is that the [d] can get lost in the process. For more on this easily-lost <d>, see *AES*, pp. 337-38, section 26.4.1.

The loss of this [d] can be part of even more elaborate changes. For instance, consider the word *sandwich*: First, the [d] gets dropped, leading to [*sanwich*]. Then the alveolar [n] assimilates to a bilabial [m] because of the lip rounding in [w]: [*samwich*]. Then the [w] is lost and we have [*samich*]. Then if the plural suffix *-es* is added, [*samichs*], the <ch> with vowels immediately before and after it can become voiced like the vowels, which gives [*samijs*]. Dictionaries tend to record only the initial loss of [d] and the voicing of [ch] to [j], but [*samijs*] is a quite common pronunciation, especially among younger children.

10.4 Lesson Twenty-eight

How Do You Spell [

1. You can hear [ō] in the middle of the word *vote*. Underline the letters that spell [ō] in the following words.

n <u>o</u> ble	o <u>u</u> mit	p <u>o</u> etry	v <u>o</u> ters	s <u>o</u> lar
sup <u>o</u> pose	fo <u>o</u>	pneum <u>o</u> nia	ro <u>o</u> ate	o <u>u</u> mission
em <u>o</u> tion	o <u>u</u> asis	sm <u>o</u> king	ra <u>o</u> di <u>o</u>	mo <u>o</u> tionless
expl <u>o</u> re	po <u>o</u> ems	teleph <u>o</u> ne	so <u>o</u> da	o <u>u</u> gle
commo <u>o</u> tion	volcano <u>o</u>	ph <u>o</u> to	w <u>o</u> e	o <u>u</u> verpass
ex <u>o</u> pose	hero <u>o</u> ic	w <u>o</u> ven	no <u>o</u> l	vide <u>o</u>

One way of spelling [ō] is <o>.

2. You have worked with five different patterns that mark long vowels: VCV, VCle, V#, Ve#, and V.V. Sort the words above into the following five groups:

TABLE 10.7: Words with [

VCV

TABLE 10.8: Words with [

VCle

V#

Ve#

V.V

3. The long vowel sound [ō] is usually spelled <o> in the pattern VCV, but it is also spelled <o> in the patterns VCle, V#, Ve#, and V.V.

Teaching Notes.

Items 1 and 2. Be sure the students underline both <o>'s in *photo* and get *photo* copied into both groups to which it belongs.

Some dictionaries show an alternate pronunciation of *ogle* with a short <o>[o] rather than a long <o>[ō], but the pronunciation with [ō] is the more common and it fits the VC le pattern, so it is the pronunciation assumed here.

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 expect two 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>.

<u>course</u>	co <u>arse</u>	u <u>nknown</u>	do <u>ughnut</u>	mi <u>nnow</u>
g <u>rowth</u>	al <u>thoug</u> h	to <u>aster</u>	bo <u>wl</u>	lo <u>aned</u>
o <u>vercoat</u>	kn <u>ows</u>	po <u>ultry</u>	wi <u>ndow</u>	o <u>verflow</u>
sh <u>oulder</u>	scr <u>ubboard</u>	u <u>ndergrowth</u>	lo <u>aded</u>	fl <u>oating</u>
to <u>morrow</u>	so <u>ul</u>	th <u>roat</u>	yo <u>ur</u>	o <u>wner</u>

You should have found three digraph spellings of [ō]:

Spelling #1, <ow>, occurs in ten words.

Spelling #2, <oa>, occurs in eight words.

Spelling #3, <ou>, occurs in seven words.

2. Sort the twenty-five words into these three groups:

TABLE 10.9: Words with [

Spelling #1

growth
tomorrow
knows
unknown
undergrowth
bowl
window
minnow
overflow
owner

Spelling #2

overcoat
coarse
scrubboard
toaster
throat
loaded
loaned
floating

Spelling #3

course
shoulder
although
soul
poultry
doughnut
your

3. Although the most common spelling of [ō] is <o>, three important digraph spellings of [ō] are <ow>, <oa>, and <ou>.

4. Two other digraph spellings of [ō] occur in the words *sew* and *chauffeur*. These two digraph spellings are <ew> and <au>.

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 <eau>. Where does it always occur in the word? *At the end.*

Teaching Notes.

Item 1. In many of your students' speech, and perhaps in yours as well, not all of the spellings underlined above spell a pure [ō] sound. For many of the words in this lesson dictionaries show variant pronunciations with a sound more like short <o>. In some dialects, especially from the South, there may be a diphthong. Words like *minnow* and *tomorrow* may have a sound more like schwa for the <ow>spelling, because of the relatively weak stress. If students ask about these variations, tell them that indeed there is a fairly wide range of pronunciation of the sound we are calling long <o>. But we choose to treat it as if it were always [ō] because it usually is and because our description in terms of [ō] fits our more general rules and patterns of English spelling. This variation is particularly common when the [ō] is immediately followed by [r], as in *explore*. An [r] usually has a strong affect on any vowel that comes right in front of it. For instance, notice that in a word like *date*, with <a> in a VCV pattern, you hear the normal long <a>, [ā]: [dāt]. But in a word like *dare*, with <a> still in a VCV string, you hear a vowel that sounds more like short <e>, [e]: [der]. The easing to [e] in *dare* is due to the [r] that comes right after the vowel.

In the VCV pattern (or in this case, *or C*) nearly all dictionaries show variation between [ōr] and [âr] ([â] being one of the low back sounds we've collapsed into short <o>, [o]). In my dialect this [â] is much clearer in words like *borrow* and *sorry*. It is also clear in one pronunciation of *horrid*, though I normally pronounce *horrid* with a vowel closer to long <o>.

Though most dictionaries show this same [â] in most VCC and VC# words like *cord*, *born*, and *for*, some do show the same variation between [â] and [ō], as in *pork*, for instance. Many students will be used to a pronunciation of the <o>in words like *cord* and *born* that is at least close to [ō]. In such pronunciations we would seem to be dealing with another case of a long <o>in a VCC pattern.

The simplest and most powerful point to make to the students, it seems to me, is that there is this variation between [ō] and [â] before [r] but that in the patterns where we would normally expect a long vowel, [ō] is always one of the acceptable variants, and in patterns where we would normally expect short vowels, [â], which has been collapsed into our short <o>, [o], is always one of the variants. So the patterns hold, it is just that there is so much variation in pronunciation that especially in some regions and dialects it is hard to tell whether the <o>is spelling a long or short vowel sound.

If the question of [r] does come up among your students and you feel the need for some work on it, the following lists contain several high frequency words with <or>in each of the patterns in which it can occur: VCC, VC#, and VCV.. The general strategy would be to give the youngsters lists containing various patterns and have them sort them according to pattern. Then you could have them decide whether what they are pronouncing and hearing sounds more like short <o>or long <o>or something in between. Expect considerable differences of opinion on this second task, and assure the students that that variation is quite okay, goes on among people of all ages in all regions, and has been going on for hundreds of years. The sound [r] just has a very strong and destabilizing affect on vowels that precede it.

Words with <or>in VCC patterns:

absorb	enormous	horrid	order	short
accord	escort	horror	ordinary	snort
acorn	export	horse	organ	sort
adorn	forbid	immortal	organize	sport
afford	force	important	ornament	storm
border	ford	incorporate	orphan	support
born	forge	inform	perform	thorn
borne	fork	landlord	porch	torch
cord	forlorn	lord	pork	torment
cordial	form	morning	park	torn
cork	formula	mortal	portion	unfortunate
corn	fort	mortgage	portrait	uniform
corner	forth	normal	record(v.)	worn
corporation	fortune	north	reform	
corpse	forty	orbit	report	
disorder	gorgeous	orchard	resort	
divorce	horn	orchestra	retort	
enforce	horrible	ordain	scorn	

Words with <or>spelling [ōr]-[âr] in VC# patterns: There are many high frequency words that end in <or>, but the only ones in which the <or>is pronounced with full stress are *for*, *nor*, and *or*:

Words with <or>spelling [ōr]-[âr] in VCV patterns:

adore	explore	glory	moral	shore
ashore	fore	historian	more	sore
authority	forehead	historic(al)	oracle	storage
before	foreign	ignore	orange	store
bore	forest	implore	ore	story
chorus	forever	majority	origin	swore
coral	furthermore	memorial	restore	territory
editorial	glorious	minority	score	therefore
tore				
wore				

Words with <oar>or <our>spelling [ōr]-[âr]:

aboard	oar	course	fourteen	scourge
boar	roar	court	fourth	source
board	soar	courtier	mourn	your
coarse	uproar	discourse	pour	yours
hoard		four	resource	

For more on the effects of [r] on a preceding [ō], see *AES*, pp. 311-15.

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]:

be <u>hold</u>	wh <u>olly</u>	bo <u>lder</u>	un <u>fold</u>	bo <u>lted</u>
to <u>ll</u>	co <u>ldest</u>	to <u>ld</u>	co <u>lts</u>	stro <u>ller</u>
so <u>ldier</u>	fo <u>lks</u>	go <u>lden</u>	sc <u>olded</u>	mo <u>ldy</u>
ro <u>ller</u>	kn <u>oll</u>	revo <u>ltd</u>	fo <u>lder</u>	yo <u>lk</u>

2. You should have found that in each word the first letter after the [ō] was the same. That letter is <l>. You should have found that the second letter after the [ō] was always one of four letters. Those four letters are <d>, <l>, <k>, and <t>.

3. With that information you should be able to sort the twenty words into the following four groups:

TABLE 10.10:

Group #1		Group #2	Group #3	Group #4
<i>behold</i>	<i>golden</i>	<i>toll</i>	<i>revolted</i>	<i>folks</i>
<i>soldier</i>	<i>unfold</i>	<i>roller</i>	<i>colts</i>	<i>yolk</i>
<i>coldest</i>	<i>scolded</i>	<i>wholly</i>	<i>bolted</i>	
<i>bolder</i>	<i>folder</i>	<i>knoll</i>		
<i>told</i>	<i>oldy</i>	<i>stroller</i>		

4. Long <o>, [ō], is often spelled <o>in the VCC patterns <old>, <oll>, <olt>, and <olk>

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:

TABLE 10.11:

Words with long <o>	Words with <oss>	Words with <ost>
	<i>gross</i>	<i>most</i>
	<i>engross</i>	<i>almost</i>
	<i>engrossed</i>	<i>ghost</i>
		<i>postage</i>
		<i>post</i>
		<i>utmost</i>
		<i>hostess</i>
Words with short <o>	<i>possible</i>	<i>cost</i>
	<i>blossom</i>	<i>costume</i>
	<i>gossip</i>	<i>foster</i>
	<i>bosses</i>	<i>lost</i>
		<i>nostril</i>
		<i>hostile</i>

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:

TABLE 10.12: Words in which the <o>before

[ō]	[o]	[u]
<i>clothe</i>	<i>bothered</i>	<i>nothing</i>
<i>both</i>	<i>broth</i>	<i>mother</i>
<i>clothing</i>	<i>moth</i>	<i>another</i>
<i>quoth</i>	<i>cloth</i>	<i>brother</i>
	<i>frothy</i>	<i>smother</i>
		<i>otherwise</i>

7. In a few words <o>before <th>spells long <o>, but usually it spells [o] or [u].

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?

< old > < olk > < oll > < olt > < oss > < ost >

Teaching Notes.

The reasons for long <o>in these settings is not well understood. The best we can do for now is a quick summary: Practically always <old>has long <o>, and <oss>has short <o>; usually <oth>has a short <o>or short < u >; and <ost>has short <o>about half the time and long <o>the other half.

10.7 Lesson Thirty-one

Test Four

TABLE 10.13:

Words

1. *addicted*

2. *bewildered*

3. *developers*

4. *eddies*

5. *radio*

6. *crowded*

7. *doughnut*

8. *wedding*

9. *should*

10. *liquid*

Analysis

[d] = < dd > Prefix + bound base + suffix = ad + d + dict + ed

[d] = < d > Free stem + suffix = _____

[d] = < d > Free stem + suffix¹ + suffix² = develop + er

+ s

[d] = < dd > Free stem + suffix = eddy + i + es

[d] = < d > [ō] = < o >

[d] = < d > - ed = [id]

[d] = < d > [ō] = < ou >

[d] = < dd > Free stem + suffix = wed + d + ing

[d] = < ld > [ù] = < ou >

[d] = < d > [w] = < u >

10.8 Lesson Thirty-two

Review of [m], [n], and [ŋ]

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 [ŋ] at the end of *song*. The sound [ŋ], 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 [ŋ]. 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:

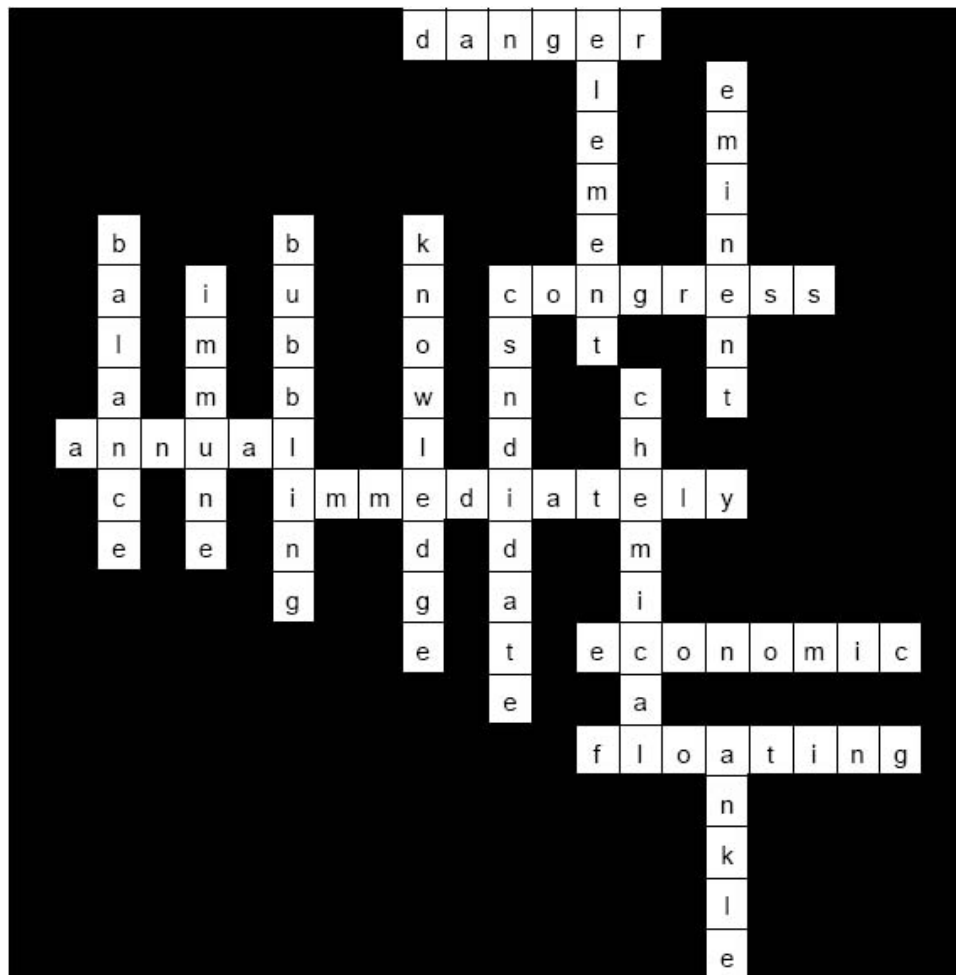
TABLE 10.14: Words with the sound ...

[m]	[n]		[ŋ]
<i>immediately</i>	<i>balance</i>	<i>economic</i>	<i>ankle</i>
<i>element</i>	<i>element</i>	<i>immune</i>	<i>floating</i>
<i>eminent</i>	<i>eminent</i>	<i>danger</i>	<i>bubbling</i>
<i>economic</i>	<i>candidate</i>	<i>annual</i>	<i>congress</i>
<i>chemical</i>	<i>knowledge</i>		
<i>immune</i>			

3. Two ways of spelling [m] are \underline{m} and \underline{mm}. Three ways of spelling [n] are \underline{n} and \underline{nn}, and \underline{kn}. Two ways of spelling [ŋ] are \underline{n} and \underline{ng}.



Word Squares. The following Squares is made up of the fifteen words listed in Item 1, all of which contain the sounds [n] and [ŋ]:



Teaching Notes.

Items 1 and 2. The word *congress* has two accepted pronunciations: The first, and more frequent, is with [ŋ], [kɒŋɡres]; the second is with [n], [kɒŋɡres]. Either pronunciation is correct, but students who pick the latter will have to adjust the table, adding a cell to the [n] set and deleting one from the [ŋ] set.

Word Squares. This Squares takes a little thought, but if they are careful to write in only those words of which they are absolutely sure, they should be able to work their way through it with little trouble. Notice that *element* and *eminent* could be reversed.

10.9 Lesson Thirty-three

How Do You Spell [m]?

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

cr <u>u</u> mble	<u>m</u> otionless	com <u>p</u> ared	u <u>mb</u> rella
re <u>s</u> e <u>m</u> ble	exclai <u>m</u>	costu <u>m</u> e	<u>m</u> ortal
ele <u>m</u> ent	<u>m</u> innow	<u>m</u> eddle	eco <u>n</u> o <u>m</u> ics
hands <u>o</u> m <u>e</u>	po <u>m</u>	dia <u>m</u> onds	che <u>m</u> ical
em <u>i</u> nent	judg <u>e</u> ment	<u>s</u> mo <u>o</u> thest	en <u>o</u> rm <u>o</u> us

2. How is [m] spelled in all of these words? 'm'. More than nine times out of ten [m] is spelled this way.

3. Now sort the twenty words into these three groups. One word will be in two groups:

TABLE 10.15: Words in which [m] is

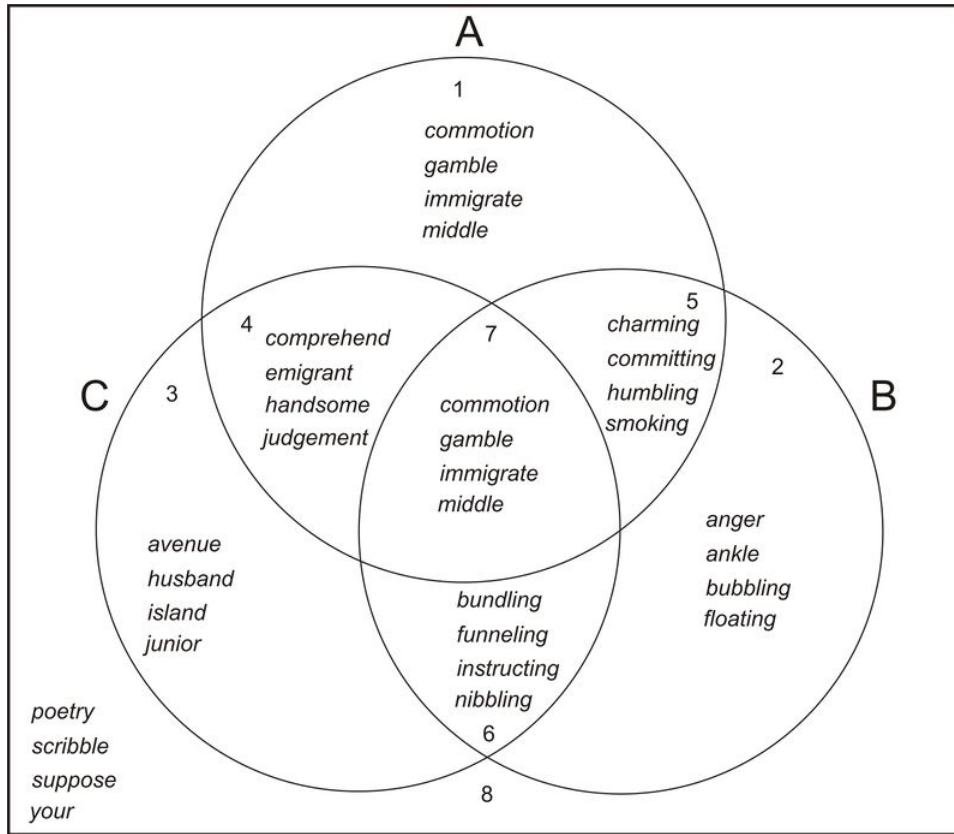
at the front of the word	at the end of the word	in the middle of the word	
<i>motionless</i>	<i>handsome</i>	<i>crumble</i>	<i>diamonds</i>
<i>minnow</i>	<i>exclaim</i>	<i>resemble</i>	<i>smoothest</i>
<i>meddle</i>	<i>poem</i>	<i>element</i>	<i>umbrella</i>
<i>mortal</i>	<i>costume</i>	<i>eminent</i>	<i>economics</i>
		<i>judgement</i>	<i>chemical</i>
		<i>compared</i>	<i>enormous</i>

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 [ɪ]. Into circle C put only words that contain [n].

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
commotion	husband	mining	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* = *im* + *m* + *migrant* and *summon* = *sub* + *m* + *mon*. When any element that ends with <m> joins another element that starts with <m>, they cause an <mm> through simple addition: *roommate* = *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 10.16:

Words	Analysis	Cause
swimming	<i>swim</i> + <i>m</i> + <i>ing</i>	<i>Twinning</i>
immigrant	<i>im</i> + <i>m</i> + <i>migrant</i>	<i>Assimilation</i>
roommate	<i>room</i> + <i>mate</i>	<i>Simple Addition</i>
immediate	<i>im</i> + <i>mediate</i>	<i>Assimilation</i>
brimming	<i>brim</i> + <i>m</i> + <i>ing</i>	<i>Twinning</i>
teammate	<i>team</i> + <i>mate</i>	<i>Simple Addition</i>
gummy	<i>gum</i> + <i>m</i> + <i>y</i>	<i>Twinning</i>
immensely	<i>im</i> + <i>m</i> + <i>mensely</i>	<i>Assimilation</i>
dimpest	<i>dim</i> + <i>m</i> + <i>est</i>	<i>Twinning</i>
annex	<i>ad</i> + <i>n</i> + <i>nex</i>	<i>Assimilation</i>
immortal	<i>im</i> + <i>m</i> + <i>mortal</i>	<i>Assimilation</i>
slammed	<i>slam</i> + <i>m</i> + <i>ed</i>	<i>Twinning</i>
summon	<i>sub</i> + <i>m</i> + <i>mon</i>	<i>Assimilation</i>
announce	<i>ad</i> + <i>n</i> + <i>nounce</i>	<i>Assimilation</i>
immune	<i>im</i> + <i>m</i> + <i>mune</i>	<i>Assimilation</i>

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	vcc	vcc	vcc
glimmer	hammer	mammal	mammoth
vcc	vcc	vcc	vcc
mummy	persimmon	stammer	summer
vcc	vcc	vcc	vcc

4. What pattern did you find in all the words? VCC. Is the vowel in front of the <mm> always short? Yes

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 <m> and <mm>.

Almost ninety-nine times out of a hundred the sound [m] will be spelled one of these two ways!

Teaching Notes.

1. Knowing when to pick <m> and when <mm> to spell [m] is quite straightforward, since <mm> occurs pretty much only in the settings described in this lesson – that is, due to twinning, assimilation, or the simple addition of a first element that ends with <m> to a second element that starts with one, or to the general pressure of the VCC pattern. The holdouts to this generalization are few and not important at the level at which we are working here. For the record, though, there are some cases of [m] being spelled <m> in VCV strings with a short head vowel, as in words like *cemetery*, *nominate*, and *omelet*. These are instances of the Third Vowel Rule, which states, briefly, that the third vowel from the end of the word, if it is stressed, will be short regardless of whether it is in a VCV or VCC string. The students will study the Third Vowel Rule in Book Eight, Lessons 11-12. It is discussed in *AES* in pages 131-41. Other cases of [m] being spelled <m> in VCV strings with a short head vowel occur in words like *lemon*, *camel*, and *damage*, which are instances of what in Book Eight, Lessons 13-14 is called the French Lemon Rule. The French Lemon Rule says, briefly, that two-syllable words borrowed from French, like *lemon*, will often have a short vowel at the head of a VCV string. The French Lemon Rule (or more technically, the Stress Frontshift Rule) is discussed in *AES* in pages 127-130.

For now I would not recommend raising these complications to the students. It is most important that they know and master, and gain some confidence in, the general rules before looking more closely at the more specific and local subrules that can suspend rules that are larger and more general. If they should point out counter examples to the conclusions in this lesson, such as *lemon* or *cemetery*, don't refer to such words as exceptions. Congratulate the student, since to be able to find a good counter example is a sure sign that one has mastered a rule. Then tell them, truthfully, that such words are instances of smaller rules that can overrule bigger rules and that they will study these smaller rules later in the program. So these holdouts to the larger rules are not truly exceptions, if by *exceptions* we mean words that don't fit any rule; they are instances of a smaller subrule. It is important that the youngsters develop confidence that their spelling system, though complicated, is not unruly, so I would encourage you not to be too quick to label any seeming holdout as an exception.

2. Items 1 and 2: You may understandably question the claim that in words like *roommate* and *teammate* there is a single [m] sound being spelled <mm>. Dictionaries show such words with two [m] sounds separated by a syllable boundary. And certainly in careful speech that is how we pronounce them: [tēm-māt] and [rūm-māt], which would not be instances of [m] spelled <mm>, but rather two consecutive instances of [m] spelled <m>. However, in relaxed, conversational speech *teammate* and *roommate* are probably most often pronounced something like [tē-māt] and [rū-māt], <mm> spelling [m].

3. A word in which an <mm> spelling often gets overlooked is *accommodate*, which contains two prefixes (*ad-* assimilated to <ac>, and *com-*): *ad* + *c* + *com* + *modē* + *ate*. The problem comes at the boundary between the prefix *com-* and the base *mode*: Simple addition calls for two <m>'s, one for the *com-* and one for the *mode*.

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? at the end

2. All six of these words come from Latin:

TABLE 10.17:

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? in the middle

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 10.18:

Words	How is <mn>pronounced?	Free Stem + suffix
autumnal	[mn]	autumn + al
columnist	[mn]	column + ist
condemnation	[mn]	condemn + ation
damnable	[mn]	damn + able
hymnal	[mn]	hymn+al
solemnity	[mn]	solemn + ity

4. The sound [m] is spelled <mb>in the following eleven words:

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 10.19:

Original Words	Modern Words with <mb>
Latin, <i>bombus</i>	<i>bomb</i>
Old English, <i>climban</i>	<i>climb</i>
Old English, <i>comb</i>	<i>comb</i>
Old English, <i>cruma</i>	<i>crumb</i>
Old English, <i>dumb</i>	<i>dumb</i>
Old English, <i>lamb</i>	<i>lamb</i>
Old English, <i>lim</i>	<i>limb</i>
Old English, <i>niman</i>	<i>numb</i>
Old English, <i>thuma</i>	<i>thumb</i>
Latin, <i>tumba</i>	<i>tomb</i>
Old English, <i>wamb</i>	<i>womb</i>

5. Sort the eleven English words into these three groups:

TABLE 10.20: Words that come from ...

a Latin word with an <mb>	an Old English word with an <mb>	
<i>bomb</i>	<i>climb</i>	<i>crumb</i>
<i>thumba</i>	<i>comb</i>	<i>limb</i>
	<i>dumb</i>	<i>numb</i>
	<i>lamb</i>	<i>thumb</i>
	<i>womb</i>	

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 10.21:

Stem word + suffix	= New Word	How is <mb>pronounced in the new word?
bomb + ard	= <i>bombard</i>	[mb]
crumb + le	= <i>crumble</i>	[mb]

The word *thumb* is related to the word *thimble*. In *thimble* how is the <mb>pronounced? <mb>

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.

Teaching Notes.

The general point here is that sometimes history can help us understand some unusual spellings. The general strategy is, first, to try to explain a spelling by way of the biggest rule possible, and then, failing that, to try to explain it by way of a smaller, more local rule, and failing that, to see what the history of the word has to tell us. The most common story behind unusual spellings like <mb>and <mn>is that old pronunciations have changed, becoming simpler, while the spellings haven't changed to reflect the new pronunciation. Sounds practically always change faster than do their spellings.

There is also a strong tendency in English to let the English spelling reflect the foreign origin of the word. This is especially true of words from Latin and Greek. So the <mn>in words like *column* and *autumn* helps identify them as Latin words, just as, say, the <rh>and the <y>in *rhythm* help identify it as Greek. As was pointed out earlier, a mature spelling system such as ours does more than spell sounds; it also spells meanings and histories.

The study of word histories, or etymology, can be a painless way into history for students – and even into geography – as they learn when and where the Romans and Greeks lived and the Spanish and French and Anglo-Saxons. Maps and homemade, or class-made, time lines can be very useful for identifying the locations and times of these people. Nearly every student with whom I've worked on such matters, from elementary to graduate school, finds etymology, at least in small doses, interesting and strangely engaging.

Unfortunately, most elementary dictionaries are not systematic in their treatment of etymologies. If that is the case with your classroom dictionaries, I'd recommend making available to the students a recent college-level dictionary, like the *American Heritage* or even a relatively non-threatening bigger dictionary, like the *Random House Unabridged*. If you have computers in your classroom, many good dictionaries, including the *American Heritage* and the unabridged *Random House* are available on CD-ROM.

Be sure your students know how to read the etymologies in whatever dictionaries they're using. The introduction to the dictionary will explain that. Don't be too worried about the fact that some pretty obscure languages will turn up from time to time in the etymology of even a common word. For instance, if you look up, say, *barbecue*, in the *American Heritage*, you find that it came from an American Spanish word, which came from Haitian Creole and ultimately from Taino. Take heart in the fact that dictionaries are usually very fastidious about defining all of the terms they use. So in the *AHD* you can find an entry for *American Spanish* ("Spanish as spoken in the Western Hemisphere"), and you can find Haitian Creole described at the entry for *Haitian* ("the French patois spoken by most Haitians," [*Patois* is defined in its own entry as a regional dialect, usually subliterate and often French]), and at *Taino* you find that it is the language of the Arawak Indians of the West Indies. It seems likely that the word *barbecue* was introduced into our language by early sailors to the Caribbean, probably pirates. (In fact, and oddly, the word *buccaneer* comes from another Caribbean Indian word that meant "to barbecue.")

Beyond the history and geography, the study of etymology is also extremely useful for the speller because it can be so helpful in identifying the elements of which a word is composed.

Item 3. Notice that the simplification of <mn>to the sound [m] is another example of the kind of simplification and easing of pronunciation of which the assimilation in prefixes is also an example.

Items 3 and 6. The reason that adding a suffix to stems that end <mn>or <mb>can change the pronunciation from [m] to [mn] or [mb] is that adding the suffix creates a syllable boundary between the <m>and <n>. When a vowel follows two consonants, the tendency in English is for the first vowel to stay in the same syllable as the preceding vowel while the second vowel joins the syllable of the succeeding vowel. Thus, *hymn* is [him] with [m] = <mn>, but *hymnal* is [him-nl], with [m] = <m>and [n] = <n>.

Item 4. *Numb* actually comes from the past participle of *niman*, "take, seize," which had a < u > in it, just as the past participle of, say, *sing* has a < u >, sung. Notice that in *dummy*, derived from *dumb*, the < b > has disappeared.

The following is an additional lesson, dealing with another spelling of [m], somewhat like <mb>and <mn>. Many people hear and pronounce, or at least believe that they hear and pronounce, the [l] sound indicated by the spelling in at least some of the six words below. Dictionaries usually show no [l] though sometimes they will show variants – for instance, *calm* as [kom] and [kolm]. Since this is at best a very minor spelling, the lesson is put here in the

Teacher's Edition so you decide whether or not to bring this spelling to your students' attention.

Sometimes [m] is Spelled <lm>

1. There are six common words in which [m] is spelled <lm>:

almond	alms	embalm
palm	salmon	psalm

Below we give you the Old English or Latin words that these six come from. See if you can figure out which of the six came from each of the original words listed below, and fill in the blanks:

TABLE 10.22:

Original Words

Latin, *balsamum*
 Latin, *psalmus*
 Latin, *salmo*
 Latin, *amandula*
 Latin, *palma*
 Old English, *ælmesse*

Modern Words with <lm>

2. Now sort the six modern words into these two groups:

TABLE 10.23: Modern words with ...

<lm>in the original word	no <lm>in the original word
--------------------------	-----------------------------

3. In the original Old English and Latin words the <lm>used to be pronounced. But gradually people quit pronouncing the <l>in these words, so in them we can say that [m] is spelled <lm>.

TABLE 10.24:

Original Words

Latin, *balsamum*
 Latin, *psalmus*
 Latin, *salmo*
 Latin, *amandula*
 Latin, *palma*
 Old English, *ælmesse*

Modern Words with <lm>

balm
psalm
salmon
almond
palm
alms

2. Now sort the six modern words into these two groups:

TABLE 10.25: Modern words with ...

<lm>in the original word	no <lm>in the original word
--------------------------	-----------------------------

psalm
salmon
palm
alms

balm
almond

Teaching Note. The <l>in *almond* appears to be due to the fact that people assumed that this was an Arabic word and thus had the initial <al>common to Arabic nouns: *alcohol*, *algebra*, *alkali*, etc.

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 10.26:

Contraction	= Two-word Phrase
he'll	= <i>he will, he shall</i>
we'll	= <i>we will, we shall</i>
didn't	= <i>did not</i>
don't	= <i>do not</i>
I'm	= <i>I am</i>
you've	= <i>you have</i>
they're	= <i>they are</i>
she's	= <i>she is she has</i>
shouldn't	= <i>should not</i>
I'll	= <i>I will, I shall</i>
he'd	= <i>he had, he would</i>

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 10.27:

Two-Word Phrases	= Contraction
he will	= <i>he'll</i>
are not	= <i>aren't</i>
has not	= <i>hasn't</i>
I will	= <i>I'll</i>
let us	= <i>let's</i>
she shall	= <i>she'll</i>
they would	= <i>they'd</i>
they have	= <i>they've</i>

TABLE 10.27: (continued)

Two-Word Phrases	= Contraction
was not	= <i>wasn't</i>
what is	= <i>what's</i>
what has	= <i>what's</i>
you would	= <i>you'd</i>
can not	= <i>can't</i>

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 10.28:

Phrases	= Contraction
of the clock	= <i>o'clock</i>
it was	= <i>'twas</i>
it is	= <i>'tis</i>
over	= <i>o'er</i>

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.

Teaching Notes.

The contraction *won't* is a bit unusual: We use it as if it were a contraction of *will not*. But a regular contraction of *will not* would lead not to *won't* but rather to **win't* - or actually, since there are letters missing in two different places in the word, it could be spelled something like **wi'n't*, a truly unusual-looking word. Actually *won't* is a contraction of an old, old form of *will not*: *woll not*. That explains why it is <wo>rather than <wi>, but it still is an unusual contraction.

Another unusual contraction - perhaps the most unusual - is *fo'c's'le*, an attempt to spell the shortened form of *forecastle*. pronounced [fōksl].

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? <r>.

So if you remember that *their* fits in with *her*, *your*, and *our*, you can remember that there <r>is at the end.

2. The word *there* is a member of an entirely different group, with *here* and *where*. 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? <ere>.

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.

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	it's
his	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:

- a. The dog wagged its tail. (its,it's)
- b. They're going over there to their, clubhouse. (their, there, they're)
- c. It's almost time for the bell to ring. (Its, It's)
- d. You're surely going to lose your way if you don't take your compass, (yore, your, you're)
- e. They aren't going. (ain't, aren't)
- f. Their plan is to be there by noon. (their, there, they're)
- g. It's time for the cat to get its pill. (its, it's)
- h. Are you sure you're going to get to your job on time? (yore, your,you're)
- i. Whose father is the one who's going to take us to the ballgame? (whose, who's)
- j. 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~~^{there} to get ~~there~~^{their} coats, and Mr. Miller said that ~~your~~^{you're} going to have to go over there to get ~~you're~~^{your} coats, too. But why can't they bring your coats with them when ~~their~~^{they're} over there getting ~~there's~~^{theirs}? That way you would save a trip all the way over there and would have time to finish your work.

Teaching Notes.

Item 1. That recurrent final <r>is what is left of a very old suffix that was used the same way we use the -'s suffix nowadays, to show possession.

Here is an extra reinforcer that you may want to have your students do, perhaps in small groups:



Word Spell. See how many words you can spell from the letters in the word *homophone*. As you spell them, sort them into the three groups below. Twelve is good; sixteen or more is excellent.

TABLE 10.29: Words with ...

two letters	three letters	four or more letters
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TABLE 10.30: Words with ...

two letters	three letters	four or more letters
he	hoe	home
ho	hop	hope
me	hon	hone
oh	hen	hoop
on	hep	open
em	mop	nope
en	men	pone
	one	mope
	ohm	poem

TABLE 10.30: (continued)

two letters	three letters	four or more letters
	eon	Homo
	moo	phone
	pen	phenom

10.14 Lesson Thirty-eight

More Contractions with Homophones

1. In the column labeled 'Phrase' write out the two-word phrase for each contraction. Don't worry about the other columns yet.

TABLE 10.31:

Contraction	Phrase	Homophone	Words Related to the Homophone
he'd	<i>he had,</i> <i>would</i>	<i>he heed</i>	<i>heeded</i> <i>heedless</i> <i>heeding</i>
here's	<i>here is</i>	<i>hears</i>	<i>hearing</i> <i>hears</i> <i>heard</i>
we'd	<i>we had,</i> <i>would</i>	<i>we weed</i>	<i>weedy</i> <i>weeding</i> <i>weeded</i>
we've	<i>we have</i>	<i>weave</i>	<i>weaver</i> <i>weaving</i> <i>woven</i>
you'll	<i>you will,</i> <i>shall</i>	<i>you yule</i>	<i>yule log</i> <i>yuletide</i>

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✓

TABLE 10.32:

Contraction	Phrase	Homophone #1	Homophone #2	Words Related to Homophone #2
he'll	<i>he will, he shall</i>	<i>heel</i>	<i>heal</i>	<i>health, healer, healers</i>
I'll	<i>I will, I shall</i>	<i>aisle</i>	<i>isle</i>	<i>island, islet, enisle</i>
we'll	<i>we will, we shall</i>	<i>wheel</i>	<i>weal</i>	<i>wealth, wealthy, commonwealth</i>
where's	<i>where is, where has</i>	<i>wares</i>	<i>wears</i>	<i>wearing, unwearable, wearproof</i>

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 labeled "Words Related to Homophone #2":

health✓	wearing✓	wealthy✓	unwearable✓
island✓	healer✓	enisle✓	commonwealth✓
wealth✓	islet✓	healers✓	wearproof✓

Teaching Notes.

Items 2-4. The word *yule* "Christmas" comes from the Old English word *Geōl* "Christmas." (In Old English that <g> was pronounced [y].) The Old English word must have come from some Scandinavian word: for instance, Old Icelandic had the word *jól* (<j>= [y]) which referred to a pagan winter festival twelve days long.

Items 4-5. The words *aisle* and *isle* are related in a complex way. The Latin word *āla* "wing" became in Middle English *ele, eill* "wing of a church." In the 18th century it was commonly spelled <isle>, and in the 19th century it gained an <a>, becoming *aisle* due to the influence of the French word *aile*. The Latin word *insula* "island" became in Middle English *ile* "island." In the 16th century it gained an <s>, becoming *isle* due to influence from the French again. As a final note: Old English had the etymologically unrelated word *igland* "island", which is actually a kind of redundancy since *ig* meant "island" and *land* meant "land." In time *igland* became *yland, iland*. By the late 17th century it had gained an <s> by analogy with *isle*, which has much the same meaning but an entirely different etymology.

Items 5-6. Concerning *weal* "prosperity, happiness": *Weal* is to *wealth* as *heal* is to *health*. Other pairs with this pattern: *deep, depth; grow, growth; true, truth; warm, warmth; wide, width*. Other pairs with changes in the vowels: *broad, breadth; long, length, strong, strength*. This suffix *-th* forms nouns out of adjectives and verbs.

For the record *we'll, weal* have a third homophone, *wheal* "a skin irritation."

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 10.33:

Noun	Sentence
dog	He stepped on the <u>dog's</u> tail.
gnat	She was no bigger than a <u>gnat's</u> eyelash.
knight	The <u>knight's</u> horse was very tired.
funnel	He tried pouring water into the <u>funnel's</u> big end.
cinnamon	She does not like <u>cinnamon's</u> taste.
dictionary	The <u>dictionary's</u> cover was red.
candidate	The <u>candidate's</u> speech was very inspiring.
dinner	They could hardly wait for the <u>dinner's</u> end.
immigrant	The <u>immigrant's</u> name was Antonio.
island	The <u>island's</u> beaches were all white sand.
knife	They both tried to grab the <u>knife's</u> handle.
columnist	The <u>columnist's</u> work was very good.
autumn	They both looked forward to <u>autumn's</u> arrival.
chemical	She said that the <u>chemical's</u> smell was very bad.
children	The <u>children's</u> laughter led us to the playground.
candle	The <u>candle's</u> light was too dim for reading.

3. 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 10.34:

Singular Nouns	Plural Nouns	Sentences with Plural Possessive Nouns
dog	<i>dog</i>	They stepped on both <u>dogs'</u> tails.

TABLE 10.34: (continued)

Singular Nouns	Plural Nouns	Sentences with Plural Possessive Nouns
lamb	<i>lambs</i>	We couldn't find the two <u>lambs'</u> mothers
diamond	<i>diamonds</i>	The three <u>diamonds'</u> price was amazing
thumb	<i>thumbs</i>	Both of his <u>thumbs'</u> joints were swollen
campaign	<i>campaigns</i>	His two <u>campaigns'</u> total cost was very high
bunny	<i>bunnies</i>	The three <u>bunnies'</u> eyes were bright pink.
poem	<i>poems</i>	She disliked all of his <u>poems'</u> rhythms..
statement	<i>statements</i>	The two <u>statements'</u> meaning was not clear
element	<i>elements</i>	The chemical <u>elements'</u> names confused him.
teammate	<i>teammates</i>	The <u>teammates'</u> shouts filled the locker room
knee	<i>knees</i>	Both <u>knees'</u> strength had not yet returned.
hymn	<i>hymns</i>	I don't know any of the <u>hymns'</u> titles.

4. 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 10.35:

Singular Nouns	Sentence
dog	Both <u>dogs'</u> owners were very upset.
lamb	One <u>lamb's</u> leg was injured.
child	We could hear all three <u>children's</u> laughter.
knife	All of our <u>knives'</u> blades are rusty and dull.
dictionary	Both <u>dictionaries'</u> bindings were broken.
autumn	<u>Autumn's</u> colors were beautiful this year.
chemical	The seven <u>chemicals'</u> smells were very strange.
columnist	Both <u>columnists'</u> writing was very good.

Teaching Notes.

Item 1. The treatment of possessives is made very simple here, primarily because it seems better to get the basic pattern straight in the youngsters' minds, since that basic pattern will hold the vast majority of the time. It is true, however, that many writers form the possessive of singular nouns that end in [s] or [z] sounds by simply adding an apostrophe, with no extra < s >: "for conscience' sake" or "the class' behavior." But usage varies, and some people would write, for instance, "the class's behavior," on the grounds that the suffix is pronounced in the phrase, and *class's* does a better job of showing that pronunciation than does *class'*. Unless the question comes up, I'd suggest letting the complexities go until the youngsters have clearly mastered the basic pattern.

Item 2. Notice that we add -'s to plural nouns that do not end in < s > - as, for instance, with *children*, *children's*.

The singular possessive of *knife* is *knife's*; its plural possessive is *knives's*, both with - 's.

When -s is added to singular nouns like *dictionary*, the usual <y>-to-<i> change does not occur; it's *dictionary's* not **dictionarye's*. However, when the apostrophe is added to plural nouns, the <y>-to-<i> change occurs when the plural is formed, before the possessive apostrophe is added: *dictionary* >*dictionaries* >*dictionaries'* .

10.16 Lesson Forty

Test Five

TABLE 10.36:

Words

1. *thumb*
2. *umbrella's*
3. *element's*
4. *hymns*
5. *they're*
6. *immune*
7. *autumn*
8. *columnists'*
9. *chemicals*
10. *island's*

Fill in the blanks

[m] = <mb> [u] = <u>

[e] = <e> [ll] = <ll> [u] = <u> [] = <a>

Free stem + suffix = *element + 's*

[m] = <mn> [i] = <y>

Element + element = *they + 're*

[m] = <mm> Prefix + bound base = *im + mune*

[m] = <mn> [o] = <au> [u] = <u>

[m] = <m> Free stem + suffix¹ + suffix² = *column + ist + s'*

[m] = <m> [k] = <ch> [k] = <c>

[l] = <sl> Free stem + suffix = *island + 's*

10.17 Lesson Forty-one

How Do You Spell [n]?

- 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:
 - Sometimes [n] is spelled <n> as in the word *balance, etc.*
 - Sometimes [n] is spelled <nn> as in the word *announce, etc.*
 - Sometimes [n] is spelled <gn> as in the word *sign, etc.*
 - Sometimes [n] is spelled <kn> as in the word *knew, etc.*
 - Sometimes [n] is spelled <pn> as in the word *pneumonia.*
 - Sometimes [n] is spelled <mn> as in the word *mnemonic.*
- Think about the consonant sounds you have worked with so far, and answer these questions:
 - How do you think the sound [n] is usually spelled? <n>
 - What would you expect to be the next most common spelling of [n]? <nn>
- Now underline the letters that spell [n] in the following words:

bal <u>nc</u> e	<u>n</u> uisance	can <u>dn</u> date	con <u>cl</u> usion
imm <u>ns</u> e	colu <u>mn</u> ist	immu <u>nn</u> ity	dictio <u>nn</u> ary
effici <u>nt</u>	judg <u>mn</u> ent	solemn <u>nn</u> ity	coupo <u>nn</u>
eco <u>nn</u> omics	bun <u>dn</u> le	<u>nn</u> ourishment	isla <u>nd</u>
<u>nn</u> onalcoholic	en <u>nn</u> ormous	diamo <u>nn</u> ds	unde <u>nn</u> erexposed

- How is [n] spelled in all of these words? <n> . Usually [n] is spelled this way – about nine times out of ten, in fact!
- 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*.
- 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 10.37:

Words	= Analysis	Cause
announce	= <i>ad + n + nounce</i>	Assimilation
connect	= <i>con + n + nect</i>	Assimilation

TABLE 10.37: (continued)

Words	= Analysis	Cause
innocent	= <i>in + nocent</i>	<i>Simple addition</i>
tinny	= <i>tin + n + y</i>	<i>Twinning</i>
unnourishing	= <i>un + nourishing</i>	<i>Simple addition</i>
nonnuclear	= <i>non + nuclear</i>	<i>Simple addition</i>
skinny	= <i>skin + n + y</i>	<i>Twinning</i>
unnecessary	= <i>un + necessary</i>	<i>Simple addition</i>
nonnative	= <i>non + native</i>	<i>Simple addition</i>
innumerable	= <i>in + numerable</i>	<i>Simple addition</i>
beginner	= <i>begin + n + er</i>	<i>Twinning</i>
commonness	= <i>common + ness</i>	<i>Simple addition</i>
annihilate	= <i>ad + n + nihilate</i>	<i>Assimilation</i>
unnodding	= <i>un + nodding</i>	<i>Simple addition</i>
annex	= <i>ad + n + nex</i>	<i>Assimilation</i>
annul	= <i>ad + n + nul</i>	<i>Assimilation</i>
nonnoble	= <i>non + noble</i>	<i>Simple addition</i>
suddenness	= <i>sudden + ness</i>	<i>Simple addition</i>
connive	= <i>con + n + nive</i>	<i>Assimilation</i>
beginning	= <i>begin + n + ing</i>	<i>Twinning</i>
cannot	= <i>can + not</i>	<i>Simple addition</i>
stubbornness	= <i>stubborn + ness</i>	<i>Simple addition</i>
sunniest	= <i>sun + n + y + i + est</i>	<i>Twinning</i>
twinned	= <i>twinned</i>	<i>Twinning</i>

7. So far you have examined two different ways to spell [n]: <n> and <nn>.

The sound [n] is spelled these two ways about ninety-nine times out of a hundred!

Teaching Notes.

Item 1. The <gn>spelling of [n] is discussed in Lesson 43. The <kn>, <pn>, and <mn>spellings are discussed in Lesson 44. For more on the spelling [n], see *AES*, pp. 429-35.

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
vcc	vcc	vcc	vcc	vcc
channel	tennis	bonnet	dinner	annual
vcc	vcc	vcc	vcc	vcc

2. Now sort the words into these five groups:

TABLE 10.38: Words in which the vowel in front of the <nn>is ...

short < a >, [a]	short <e>, [e]	short < i >, [i]	short <o>, [o]	short < u >, [u]
<i>channel</i>	<i>tennis</i>	<i>cinnamon</i>	<i>bonnet</i>	<i>funnel</i>
<i>annual</i>	<i>penny</i>	<i>minnow</i>		<i>bunny</i>
		<i>dinner</i>		

3. Sometimes the <nn>is necessary right after a short vowel in order to fill out the VCC 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 10.39:

Word	Reason for <nn>
innocently	<i>Simple Addition</i>
innumerable	<i>Simple Addition</i>
unnecessarily	<i>Simple Addition</i>
beginner	<i>Twinning</i>
suddenness	<i>Simple Addition</i>
nonnuclear	<i>Simple Addition</i>
tennis	<i>VCC</i>
annihilation	<i>Assimilation</i>
announcement	<i>Assimilation</i>
connectedness	<i>Assimilation</i>
sunnier	<i>Twinning</i>
cinnamon	<i>VCC</i>
cannot	<i>Simple Addition</i>
conniving	<i>Assimilation</i>
funnel	<i>VCC</i>
annexes	<i>Assimilation</i>

TABLE 10.39: (continued)

Word	Reason for <nn>
channel	<i>VCC</i>
annulment	<i>Assimilation</i>
skinniest	<i>Twining</i>

5. So far you have worked with two ways of spelling [n] <n> and <nn>. 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 10.40:

Word	= Analysis
<i>assign</i>	= <i>ad</i> + <i>s</i> + <i>sign</i>
<i>consign</i>	= <i>com</i> + <i>n</i> + <i>sign</i>
<i>design</i>	= <i>de</i> + <i>sign</i>
<i>resign</i>	= <i>re</i> + <i>sign</i>
<i>ensign</i>	= <i>en</i> + <i>sign</i>

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 10.41:

Word	= Analysis	Do you pronounce the <g>?
signal	= Free base + suffix = <i>sign</i> + <i>al</i>	Yes
resignation	= Prefix + free base + suffix = <i>re</i> + <i>sign</i> + <i>ation</i>	Yes
designate	= Prefix + free base + suffix = <i>de</i> + <i>sign</i> + <i>ate</i>	Yes
insignia	= Prefix + free base + suffix = <i>in</i> + <i>sign</i> + <i>ia</i>	Yes
signature	= Prefix + free base + suffix = <i>sign</i> + <i>ature</i>	Yes
signing	= Free base + suffix = <i>sign</i> + <i>ing</i>	No
designer	= Prefix + free base + suffix = <i>de</i> + <i>sign</i> + <i>er</i>	No
resignation	= Prefix + free base + suffix = <i>re</i> + <i>sign</i> + <i>ation</i>	Yes
unsigned	= Prefix + free base + suffix = <i>un</i> + <i>sign</i> + <i>ed</i>	No

TABLE 10.41: (continued)

Word	= Analysis	Do you pronounce the <g>?
consignment	= Prefix + free base + suffix = <i>com</i> + <i>n</i> + <i>sign</i> + <i>ment</i>	No
assigns	= Prefix + free base + suffix = <i>aɪ</i> + <i>s</i> + <i>sign</i> + <i>s</i>	No
signify	= Free base + suffix = <i>sign</i> + <i>ify</i>	Yes
signet	= Free base + suffix = <i>sign</i> + <i>et</i>	Yes

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
re-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 <gn>. And [n] is also spelled <gn> in the words *reign*, *sovereign*, and *foreign*.

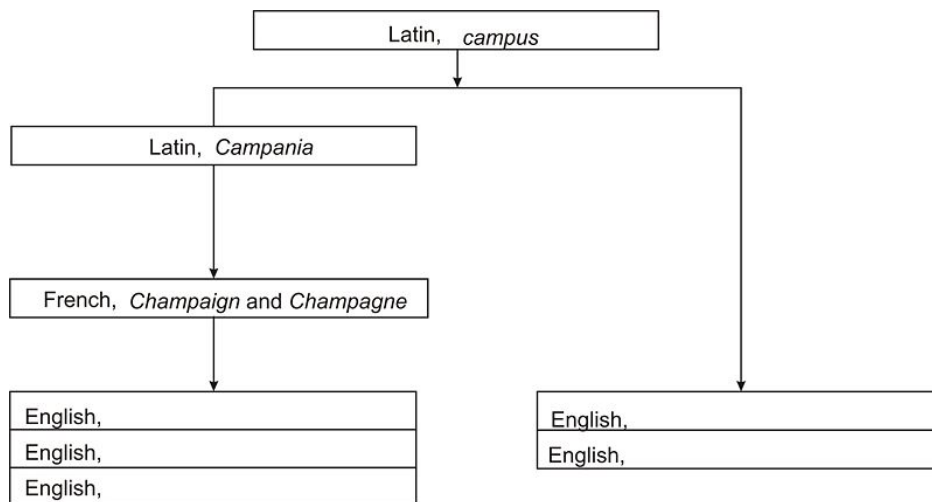
Teaching Notes.

The following lesson deals with the remaining cases in which [n] is spelled <gn>. You may or may not decide that they are important enough to have the student work with them.

More Words with [n] Spelled <gn>

1. The Latin word *campus* meant “field, plain.” It is the direct source of our words *camp* and *campus*. It produced the Latin word *Campania*, the name of an area in ancient Rome. In French *Campania* became *Champaign* and *Champagne*. In English we have three words, all of which eventually go back to the Latin *Campania* and all of which contain [n] spelled <gn>: *campaign*, *champagne* “a bubbly wine”, *champaign* “a plain; open country.”

Here is a “family tree” for these English words: *camp*, *campaign*, *campus*, *champagne*, *champaign*. Fill the five words into the proper boxes:



2. There are five more fairly common words that end in [n] spelled <gn>. They all come from Latin words with <g>'s that were pronounced. The five are *benign*, *deign*, *feign*, *impugn*, and *malign*. Below are the five Latin words from which our five words came. See how well you can match each modern English word with its Latin original:

TABLE 10.42:

Latin Original	English Word
benignus “kind, generous”	
dignari “to judge worthy”	
ingere “shape, invent, feign”	
impugnare “to attack”	
malignus “bad natured”	

3. There are a very few other words that contain [n] spelled <gn>. None of them are very common and all start with <gn>. Three have to do with the mouth or chewing *gnarl*, *gnash*, *gnaw*. One is the name of a wise little elf: *gnome*. A long time ago all of those <g>'s were pronounced. Try saying *gnash* and *gnaw*, pronouncing the <gn>as [gn], and see how much more the words thus pronounced sound and feel like what they mean.

4. Another <gn>word is *gnu*, which is pronounced [nū] and is a very new word in our language. It is the name of a rather odd-looking antelope, famous for the cartoon line: “‘Gno, gnever!’ said the gnu.” It comes from the African name for the animal, *nqu*.

5. The <gn>is *gnome* is perhaps the most interesting one of the lot. The *gn* is what is left of a base that means “to know.” In fact, the <gn>is related in a roundabout way to the <kn>in know, with which you will work in the next lesson. The same <gn>occurs in words like *ignore*, *recognize*, and *agnostic*, in all of which the <g>is pronounced.

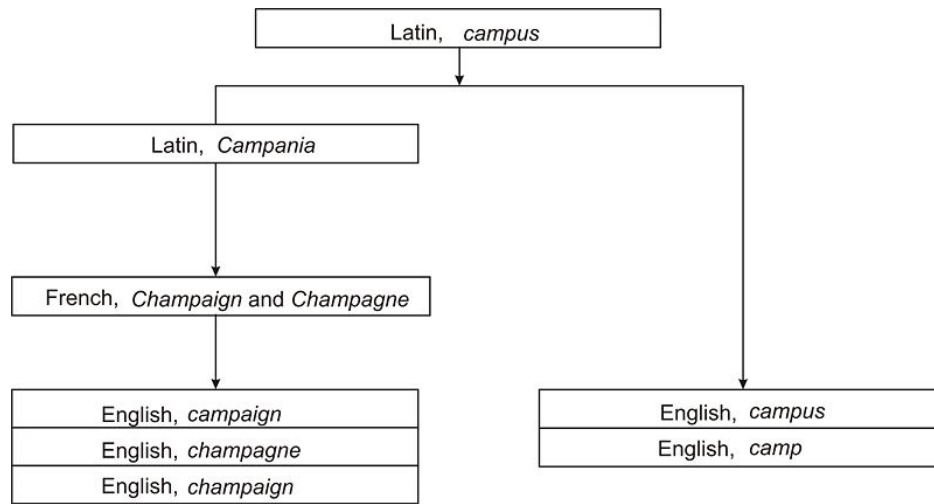


TABLE 10.43:

Latin Original

benignus “kind, generous”
 dignari “to judge worthy”
 fingere “shape, invent, feign”
 impugnare “to attack”
 malignus “bad natured”

English Word

benign
deign
feign
impugn
malign

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 10.44:

Words	= Analysis
knows	= <i>know</i> + <i>s</i>
knowledge	= <i>know</i> + <i>ledge</i>
known	= <i>know</i> + <i>n</i>
foreknowledge	= <i>fore</i> + <i>know</i> + <i>ledge</i>
unknown	= <i>un</i> + <i>know</i> + <i>n</i>
knower	= <i>know</i> + <i>er</i>
knowable	= <i>know</i> + <i>able</i>

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 knife knock
 knead knight knoll
 knell knit 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: 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.

TABLE 10.45:

Old English	Middle English	Modern English
cnafa	knave	<i>knave</i>
cniht	knyght	<i>knight</i>
cnedan	kneden	<i>knead</i>
cnyttan	knitten	<i>knit</i>
cnocian	knokken	<i>knock</i>

TABLE 10.45: (continued)

Old English	Middle English	Modern English
cnif	knif	<i>knife</i>
cnoll	knolle	<i>knoll</i>
cnotta	knotte	<i>knot</i>

4. Look at this word: *pneumonia*. How is [n] spelled at the beginning of *pneumonia*? <pn>. 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? [*mn*]

Be ready to talk about this question: What do the words *amnesia* and *amnesty* have to do with “not remembering?”

Teaching Notes.

Item 1. The <n> at the end of *known* is the suffix *-n*, a shortened form of *-en*, which forms past participles. The *-n* form is used with stems that end in a vowel sound. See the teaching notes for Book 4, Lesson 32 for more on *-en* and the past participle.

Item 2. A discussion question could be something like, “What does kneeling have to do with the knees?” Notice that *knelt* not only has a past tense suffix pronounced [t], but it is spelled <t>, too.

Item 3. In the Old and Middle English words for *knight*, both the <k> and the <gh> were pronounced, the <gh> spelling the sound heard at the end of the Scottish pronunciation of *loch*. Quite a mouthful.

Setting dates to the periods of English language history is necessarily arbitrary since the boundary lines are very fuzzy. People did not wake up one morning speaking, say, Middle English as opposed to Old English. The changes were gradual, almost imperceptible, even as they are today. But the following dates are those used by many historians:

TABLE 10.46:

	Dates	Works and Authors
Old English	449 AD-1100 AD	<i>Beowulf</i>
Middle English	1100 – 1500	Chaucer's <i>Canterbury Tales</i>
Early Modern English	1500 – 1700	Shakespeare, Milton
Modern English	1700–	Jefferson, Hemingway

In Old and Middle English *-an* and *-en* were used to mark the infinitive form of verbs, rather the way we today use the free base *to*

Item 4. The *Random House Unabridged Dictionary* seems to be skeptical of this word, calling it “an obscure term ostensibly referring to a lung disease caused by silica dust, sometimes cited as one of the longest words in the English language” (at *pneumonoultramicroscopicsilicovolcanoconiosis*).

Item 5. *Amnesia* refers to not being able to remember; *amnesty* is a pledge to forget, to not remember.

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? At the beginning

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? Yes

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	reign
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? At the beginning or at the end



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.

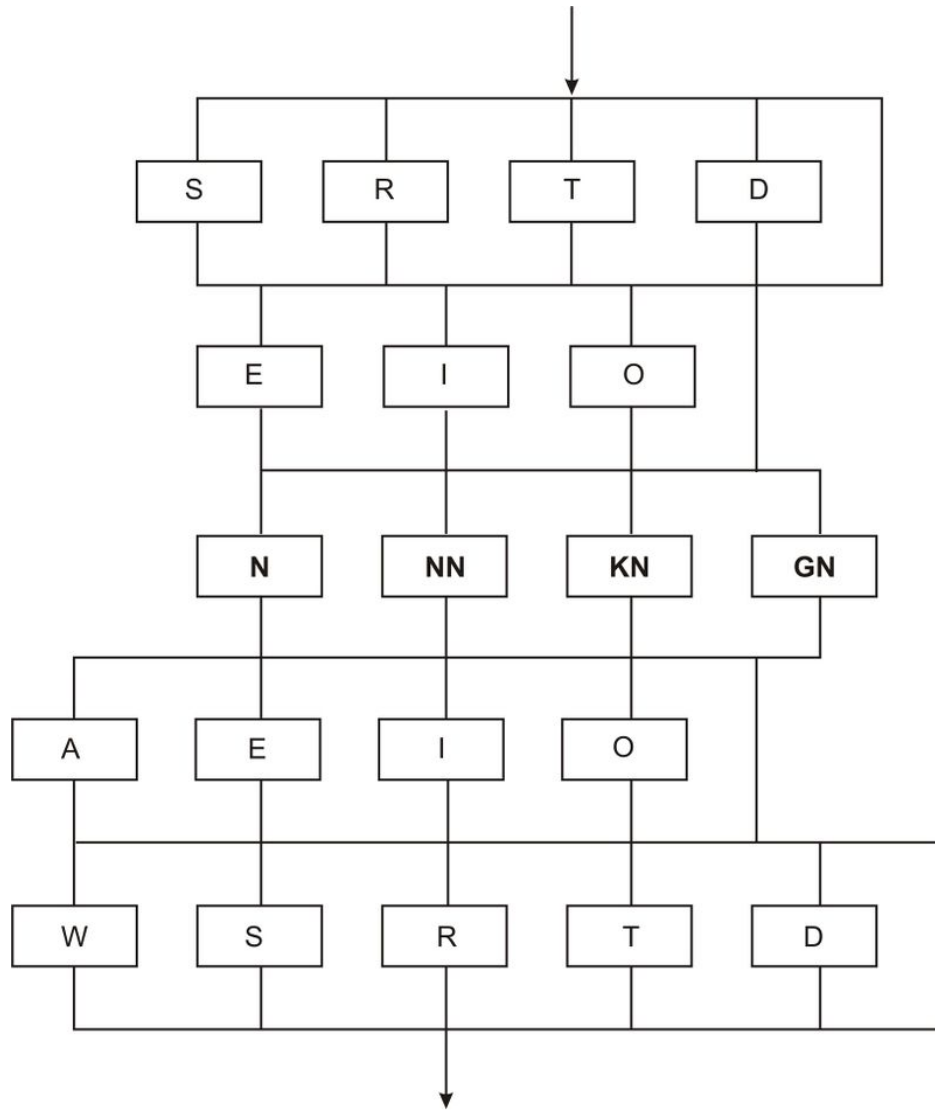


TABLE 10.47: Words with [n] spelled

<kn>

<gn>

<nn>

Teaching Notes.

Item 2. If a student should ask whether the *ac-* in *acknowledge* is an assimilated form of *ad-*, the answer is no: The *ac-* comes from the Old English prefix *on-*, which people eventually changed to make it look more like an assimilated form of *ad-*. (*Ad-* is from Latin, not Old English.) Any student who asks such a question deserves a prize for having a very good eye and posing a very intelligent question.

If the question should come up, even though there is a [k] sound in *acknowledge*, we still say that [n] = <kn> because the <c> is there in the prefix to spell the [k]. We say that [k] = <c> and [n] = <kn> because the <c> and <k> are in different elements, and it seems better to analyze things so that we honor the integrity of the elements.

10.22 Lesson Forty-six

The Prefix Non-

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? “not”

2. Another prefix that means “not, no” is *non-*. Analyze each of the following words into prefix and stem:

TABLE 10.48:

Word	= Analysis
nonsense	= <i>non</i> + <i>sense</i>
nonstop	= <i>non</i> + <i>stop</i>
nonliterate	= <i>no</i> + <i>literate</i>
nonconformist	= <i>non</i> + <i>conformist</i>
nonsmoker	= <i>non</i> + <i>smoker</i>
nonfiction	= <i>non</i> + <i>fiction</i>
nonscheduled	= <i>non</i> + <i>scheduled</i>
noncommitted	= <i>non</i> + <i>committed</i>
nonpayment	= <i>non</i> + <i>payment</i>
nonalcoholic	= <i>non</i> + <i>alcoholic</i>
nonnuclear	= <i>non</i> + <i>nuclear</i>
noncommissioned	= <i>non</i> + <i>commissioned</i>
nonrestrictive	= <i>non</i> + <i>restrictive</i>
nonthreatening	= <i>non</i> + <i>threatening</i>
noncancerous	= <i>non</i> + <i>cancerous</i>

3. The following words are from the exercise you just did. Analyze each one into the parts that are listed for it:

TABLE 10.49:

Word	= Analysis	Analysis
conformist	= Prefix + free base + suffix:	<i>con</i> + <i>n</i> + <i>form</i> + <i>ist</i>
smoker	= Free base + suffix:	<i>smok</i> + <i>er</i>
scheduled	= Free stem + suffix:	<i>schedul</i> + <i>ed</i>
alcoholic	= Free stem + suffix:	<i>alcohol</i> + <i>ic</i>
cancerous	= Stem + suffix:	<i>cancer</i> + <i>ous</i>

TABLE 10.49: (continued)

Word	= Analysis	Analysis
threatening	= Free stem + suffix:	<i>threaten + ing</i>
payment	= Free base + suffix:	<i>pay + ment</i>
restrictive	= Prefix + free base + suffix:	<i>re + strict + ive</i>
fiction	= Bound base + suffix:	<i>fict + ion</i>
committed	= Prefix + bound base + suffix:	<i>com + mit + t + ed</i>

4. Three prefixes that add the meaning “no, not” are un-, in-, and non-.

Which one of these three sometimes assimilates? in-.

10.23 Lesson Forty-seven

The Prefixes Under -, Over -, and Counter -

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"? "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 10.50:

Word	= Prefix + Stem
undergrowth	= <i>under</i> + <i>growth</i>
overgrowth	= <i>over</i> + <i>growth</i>
overworked	= <i>over</i> + <i>worked</i>
undercoat	= <i>under</i> + <i>coat</i>
overalls	= <i>over</i> + <i>alls</i>
underclothes	= <i>under</i> + <i>clothes</i>
counterflow	= <i>counter</i> + <i>flow</i>
counterweight	= <i>counter</i> + <i>weight</i>
overcoat	= <i>over</i> + <i>coat</i>
overflow	= <i>over</i> + <i>flow</i>
underground	= <i>under</i> + <i>ground</i>
overdose	= <i>over</i> + <i>dose</i>

4. Add one of the prefixes *under -*, *over-* or *counter -* to each of the words below so that you add the meaning given in the left column:

TABLE 10.51:

Meaning of Prefix	+ Stem	= Word
“Beneath”	+ clothes	= <i>underclothes</i>
“Opposite”	+ effective	= <i>countereffective</i>
“Too much”	+ acting	= <i>overacting</i>
“Too little”	+ statement	= <i>understatement</i>
“Opposite”	+ sign	= <i>countersign</i>
“Too much”	+ stated	= <i>overstated</i>
“Opposite”	+ balance	= <i>counterbalance</i>
“Too much”	+ react	= <i>overreact</i>
“Too little”	+ achiever	= <i>underachiever</i>
“Too much”	+ corrected	= <i>overcorrected</i>
“Too much”	+ achiever	= <i>overachiever</i>
“Too little”	+ exposure	= <i>underexposure</i>

Teaching Notes.

As with *non-*, you will find that some publishers use hyphens with some of these prefixes — especially if the stem starts with an <r>, as in *over-react*. But hyphens are rare, and it is practically never necessary to put one in. The editing rule applies here: “When in doubt, leave it out.”

Item 3. The < s > on *overalls* is the plural suffix: *over* + *all* + *s*. It appears in related words like *pants*, *slacks*, *trousers*, etc.

10.24 Lesson Forty-eight

Test Six

TABLE 10.52:

Words

1. *resigning*
2. *acknowledge*
3. *commonness*
4. *underexposed*
5. *knees*
6. *unknown*
7. *cinnamon*
8. *foreigners*
9. *innocently*
10. *nonalcoholic*

Analysis

[n] = <gn> Prefix+free base + suffix = re + sign + ing
 [k] = <c> [n] = <kn>
 [m] = <mm> [n] = <nn> Prefix + bound base+suffix =
com + mon + ness
 Prefix¹ + prefix² + free base + suffix = under + ex +
posé + ed
 [n] = kn Free base + suffix = knee + s
 [n] = <n> & <kn> & <n>
 [n] = <nn> & <n> [m] = <m> [s] = <c>
 [n] = <gn> Free stem+suffix¹ + suffix² = foreign + er
 + s
 [n] = <nn> [n]= <n> Prefix + bound stem + suffix = in
 + nocent + ly
 [n] = <n> [n]= <n> Prefix + free stem + suffix = non
 + alcohol + ic

CHAPTER

11**Teacher 06-Lesson 1-24****Chapter Outline**

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 - 11.24 LESSON TWENTY-FOUR
-

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 <e>, <l>, or <y>; you delete all other silent final<e>'s 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 final <e>deletion:

TABLE 11.1:

Free Stem	+ Suffix	= Word
rhym e	+ ing	= <i>rhyming</i>
analyz e	+ ed	= <i>analyzed</i>
arriv e	+ al	= <i>arrival</i>
immun e	+ ize	= <i>immunize</i>
marriage	+ able	= <i>marriageable</i>
chocolat e	+ y	= <i>chocolaty</i>
motorcycl e	+ ist	= <i>motorcyclist</i>
disguis e	+ ing	= <i>disguising</i>
complet e	+ ed	= <i>completed</i>
concret e	+ ion	= <i>concretion</i>
supportive	+ ness	= <i>supportiveness</i>
breath e	+ ing	= <i>breathing</i>
mortgage	+ able	= <i>mortgageable</i>
mortgag e	+ ed	= <i>mortgaged</i>
exercis e	+ ing	= <i>exercising</i>

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	No
hoer	= ho e + er	Yes
canoeing	= canoe + ing	No
canoed	= cano e + ed	Yes
canoeist	= canoe + ist	No

TABLE 11.2: (continued)

Words	= Stem + Suffix	Did final <e>deletion occur?
horseshoer	= horsesho e + er	<i>Yes</i>
horseshoeing	= horseshoe + ing	<i>No</i>

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 < i > . Otherwise, you do delete the final <e>, just as the Final <e>Deletion Rule says.

Teaching Notes.

Item 3. In <oe>words like *toeing* the final <e>is not deleted! Let's see why: If we deleted the final<e>in *toeing*, it would lead to this spelling: *toing, which could be misread to rhyme with *boing* or *sproing*. So the <oe>holdout to the Final <e>Deletion Rule make sense and is reasonable.

Item 4. The word *oboist* “one who plays the oboe” may at first appear not to fit this conclusion. But although some dictionaries show only *oboist*, *W3* and others show two alternate spellings, *oboist* and *oboeist*, the latter of which fits the conclusion and is the one we would prefer since it is more regular.

11.2 Lesson Two

Final <e>and Ve# Stems That End <ee>and <ie>

1. Here are some words with Ve# 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	No
foreseeable	= foresee + able	No
agreeable	= agree + able	No
agreeing	= agree + ing	No
refereed	= refer e + ed	Yes
refereeing	= referee + ing	No
freest	= fre e + est	Yes
seer	= se e + er	Yes
guaranteeing	= guarantee + ing	No
foreseeable	= foresee + able	No

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 <i> or <a>. Otherwise, you do delete the final <e>, just as the Final <e>Deletion Rule says.

3. Ve# 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 $li\cancel{e} + y + ing = *liing$. 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: $try + ed = try + i + ed = tried$ and $lady + es = lady + i + es = ladies$. 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 <l>change to <y>?
lying	= <i>li</i> + <i>y</i> + <i>ing</i>	Yes
lied	= <i>li</i> + <i>ed</i>	Yes
lies	= <i>lie</i> + <i>s</i>	No
tied	= <i>ti</i> + <i>ed</i>	Yes
tying	= <i>ti</i> + <i>y</i> + <i>ing</i>	yes
ties	= <i>tie</i> + <i>s</i>	No
died	= <i>die</i> + <i>s</i>	No
dying	= <i>di</i> + <i>y</i> + <i>ing</i>	Yes
pies	= <i>pie</i> + <i>s</i>	No

5. When you add a suffix that starts with the letter < i > to a stem that ends <ie>, you change the < i > to a <y> and delete the <e>. Otherwise, you just delete the final <e>.

Teaching Notes.

Item 2. If a question comes up about suffixes that start with <o>, < u >, or <y>, which are not mentioned in this lesson, we have not found any cases of stems ending in <ee>and taking suffixes starting with <o>or < u >. The only case found so far of a stem ending in <ee>and taking a suffix starting with <y>is the rare treey, (tree + y), defined by the *OED2* as “Abounding in trees; well wooded.” All in all, it seems a safe bet that what is said in this lesson about suffixes starting with < a > or < i > is also true of suffixes starting with <y>and would be true of suffixes starting with < u > or <o>, if we could find any instances.

A helpful way to think about it is that we only delete the final <e>in stems ending <ee>if the suffix starts with an <e>, and then the motivation is surely to avoid the <eee>produced by simple addition. For more on the avoidance of triplets in English spelling see *AES*, p.77.

11.3 Lesson Three

Summary of Final <e>Deletion in Ve# Stems

1. Below you are given stems ending in Ve # 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	= $li\phi + y + ing$	= <i>lying</i>
agree + able	= <i>agree + able</i>	= <i>agreeable</i>
canoe + ist	= <i>canoe + ist</i>	= <i>canoeist</i>
die + ing	= $di\phi + y + ing$	= <i>dying</i>
free + est	= $fre\phi + est$	= <i>freest</i>
hoe + ing	= <i>hoe + ing</i>	= <i>hoeing</i>
die + ed	= $di\phi + ed$	= <i>died</i>
guarantee + ing	= <i>guarantee + ing</i>	= <i>guaranteeing</i>
toe + ed	= $to\phi + ed$	= <i>toed</i>
tie + er	= $ti\phi + er$	= <i>tier</i>
free + ed	= $fre\phi + ed$	= <i>freed</i>
canoe + ed	= $cano\phi + ed$	= <i>canoed</i>

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	= $argu\phi + ing$	= <i>arguing</i>
glue + s	= <i>glue + s</i>	= <i>glues</i>
vie + ed	= $vi\phi + ed$	= <i>vied</i>
rescue + er	= $rescu\phi + er$	= <i>rescuer</i>
sue + ed	= $su\phi + ed$	= <i>sued</i>
free + ly	= <i>free + ly</i>	= <i>freely</i>
value + able	= $valu\phi + able$	= <i>valuable</i>
referee + ed	= $refere\phi + ed$	= <i>refereed</i>
vie + ing	= $vi\phi + y + ing$	= <i>vying</i>
issue + ed	= $issu\phi + ed$	= <i>issued</i>
eye + ed	= $ey\phi + ed$	= <i>eyed</i>
tiptoe + ed	= $tipto\phi + ed$	= <i>tiptoed</i>
blue + ing	= $blu\phi + ing$	= <i>bluing</i>
tie + ing	= $ti\phi + y + ing$	= <i>tying</i>
see + ing	= <i>see + ing</i>	= <i>seeing</i>
true + est	= $tru\phi + est$	= <i>truest</i>

3. When you add a suffix that starts with a vowel to a stem that ends <ue>, do you delete the final <e>? Yes
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 <e>, <i>, or <y>; you delete all other silent final <e>s whenever you add a suffix that starts with any vowel.
5. Most *Ve* # words follow the Final <e>Deletion Rule, but there are three special cases:
- (a) When you add a suffix that starts with <i> to a stem that ends <ie>, you delete the final <e> and change the <i> to <y>.
- (b) When you add a suffix that starts with the letters <a> or <i> to a stem that ends <ee>, you do not delete the final <e>.
- (c) When you add a suffix that starts with the vowel <i> 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 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 <e>, <i>, or <y>; 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 vowel.

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.

Teaching Notes.

Items 1 -2. Notice that in words like *agreeable* and *guaranteeing*, if the final <e> were deleted, we would get **agreeable* and **guaranteing*. Just as <e>deletion in a word like *toeing* would lead to what looks like a digraph of [oi], <e>deletion in *agreeable* and *guaranteeing* would lead to what looks like digraph spellings <ea> and <ei>, thus complicating pronouncing the words.

Item 2. *Arguing* can raise questions about the irregular final <e>deletion before a consonant in *argument*. *Argument* was adopted in the 14th century from the Old French *argument*, which in turn descended from the Latin *argumentum*. It entered English before the convention of insulating word-final <u> with silent final <e>. So although we analyze it to *argu*+ *ment*, even though historically there never was an <e> after the <u> in *argument* to be deleted. There are very few cases of <e>deletion before consonants, the other only known cases being *awful* (*aw*+ *ful*), *duly* (*du*+ *ly*), *truly* (*tru*+ *ly*).

Like other stems that end <ue>, *glue* is regular, deleting the final <e> before vowels: *glued*, *gluing*, *gluer*. But when it adds -y the <e> is not deleted: *glue* + y = *gluey*, not **gluy*. Further, when a suffix is added to *gluey*, in addition to the normal change of <y> to <i>, there is an odd deletion of the <e>, even though it is not final in the stem *gluey*, *gluey* + *est* = *gluey* + *i* + *est* = *gluiest*, not **glueiest*.

11.4 Lesson Four

1. You can hear the long < i > sound [ī] in the word *ripe*. Most of the time [ī] is spelled < i > in the regular long vowel patterns VCV, V.V, V e #, and VCle. 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 vcv	recognize vcv	violence v.v	idea vcv	digest vcv
tie ve	client v.v	silence vcv	pioneer v.v	bible vcle
trifle vcle	exercise vcv	appetite vcv	finally vcv	triumph v.v
acquire vcv	survival vcv	annihilate vcv	bridle vcle	lie ve
bicycle vcv	pie ve	title vcle	horizon vcv	variety v.v

2. Sort the twenty-five words into these four groups:

TABLE 11.7: Words in which

VCV		V.V	VCle	Ve#
<i>disguise</i>	<i>appetite</i>	<i>client</i>	<i>trifle</i>	<i>tie</i>
<i>acquire</i>	<i>annihilate</i>	<i>violence</i>	<i>title</i>	<i>pie</i>
<i>bicycle</i>	<i>idea</i>	<i>pioneer</i>	<i>bridle</i>	<i>lie</i>
<i>recognize</i>	<i>finally</i>	<i>triumph</i>	<i>bible</i>	
<i>exercise</i>	<i>horizon</i>	<i>variety</i>		
<i>survival</i>	<i>digest</i>			
<i>silence</i>				

3. The next most common spelling of [ī] is <y> in the regular long vowel patterns VCV, V#, V e#, V.V, and VCle. 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
v cv	v cle	v cle	v cv	v cv
butterfly	multiply	rhyme	hyena	xylophone
v	v	v cv	v.v	v cv
dye	typist	qualify	terrify	denying
ve	v cv	v	v	v.v
occupy	supply	testify	denying	tying
v	v	v	v.v	v.v
recycle	hyacinth	style	vying	identify
v cle	v.v	v cv	v.v	v

4. Sort the words into the following five groups:

TABLE 11.8: Words with

V#		VCV	V.V	VCle	Ve#
butterfly	terrify	analyze	hyena	cycle	dye
multiply	testify	rhyme	tying	unicycle	
occupy	deny	hygiene	hyacinth	recycle	
qualify	identify	typewriter	vying		
supply		xylophone	denying		
		typist			
		style			

5. Both < i > and < y > often spell [i] 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 [i] 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 11.9:

Word	= Stem + Suffix
identifiable	= <i>identif</i> y + <i>i</i> + <i>able</i>
multiplying	= <i>multiply</i> + <i>ing</i>
liar	= <i>li</i> + <i>ar</i>
drier	= <i>dry</i> + <i>i</i> + <i>er</i>
qualifying	= <i>qualify</i> + <i>ing</i>
dying	= <i>d</i> + <i>y</i> + <i>ing</i>
identifiable	= <i>identif</i> y + <i>i</i> + <i>able</i>
reliance	= <i>rely</i> + <i>i</i> + <i>ance</i>
supplier	= <i>supply</i> + <i>i</i> + <i>er</i>

Teaching Notes.

Item 5. In the analysis of *dying*, the assumption is that the stem is *die*. If one assumes that the stem is *dye*, the analysis becomes *dy* + *ing* = *dying*.

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 *VCle* pattern: *bible*, *bridle*, *rifle*. A similar but not so common case is the *Vcr V* pattern. Find the letter that is spelling [ī] in the words below, mark it [U+0080][U+0098]v', and then mark the next two letters after it either [U+0080][U+0098]v' or [U+0080][U+0098]c':

library	microscope	nitrogen	migrate	tigress	vibrate
vcc	vcc	vcc	vcc	vcc	vcc

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 and then mark the next two letters either 'v' or 'c':

assigned	highway	thigh	resign	sights
vcc	vcc	vcc	vcc	vcc
child	winter	brightly	delight	isle
vcc	vcc	vcc	vcc	vcc
dignity	tighten	countersign	timber	knight
vcc	vcc	vcc	vcc	vcc
building	island	resignation	blind	mankind
vcc	vcc	vcc	vcc	vcc
climb	pint	wildly	kindness	taillight
vcc	vcc	vcc	vcc	vcc
behind	window	children	remind	grind
vcc	vcc	vcc	vcc	vcc

3. Sort the thirty words into these two groups:

TABLE 11.10: Words in which

<i>assigned</i>	long vowel <i>pint</i>	<i>blind</i>	<i>taillight</i>	short vowel <i>dignity</i>
-----------------	----------------------------------	--------------	------------------	--------------------------------------

TABLE 11.10: (continued)

	long vowel			short vowel
<i>child</i>	<i>thigh</i>	<i>kindness</i>	<i>grind</i>	<i>building</i>
<i>climb</i>	<i>brightly</i>	<i>remind</i>		<i>winter</i>
<i>behind</i>	<i>countersign</i>	<i>sights</i>		<i>window</i>
<i>highway</i>	<i>wildly</i>	<i>isle</i>		<i>resignation</i>
<i>tighten</i>	<i>resign</i>	<i>knight</i>		<i>children</i>
<i>island</i>	<i>delight</i>	<i>mankind</i>		<i>timber</i>

4. Sort the words with long < i > into the following seven groups:

TABLE 11.11: Words in which long

<gh>		<nd>		<gn>
<i>highway</i>	<i>delight</i>	<i>behind</i>	<i>remind</i>	<i>assigned</i>
<i>tighten</i>	<i>sights</i>	<i>blind</i>	<i>mankind</i>	<i>countersign</i>
<i>thigh</i>	<i>knight</i>	<i>kindness</i>	<i>grind</i>	<i>resign</i>
<i>brightly</i>	<i>taillight</i>			

TABLE 11.12: Words in which long

<ld>	<sl>	<mb>	<nt>
<i>child</i>	<i>island</i>	<i>climb</i>	<i>pint</i>
<i>wildly</i>	<i>isle</i>		

5. Four of these combinations contain one or more silent consonant letters. List the four below:

< gh >

< gn >

< sl >

< mb >

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.

Teaching Notes.

Item 4. The long vowels before <gh>, <nd>, <mb>(and <ld>, as in *child* and *wild*), is due to the fact that Old English short vowels tended to lengthen before those particular consonant clusters. Part of the story of vowels before <gh>is told in the teaching notes to Book 5, Lesson 8. Part of the story of vowels before <gn>is told in the teaching notes to Book 5, Lesson 43. Part of the story of <sl>is told in Book 5, Lesson 38. Two of the words with [ī] before <sl>(*aisle*, *isle*) came from French and are part of a larger tendency for < s > spelling [z] in French words to drop out, usually with lengthening of the preceding vowel. Sometimes just the [z] drops out while the spelling remains unchanged, as with our words in this lesson. Sometimes both the [z] and the < s > are dropped, as in, say, *blame* from French *blasme* or *dime* from *disme*. The third word, *island*, is Old English but its spelling converged over the years to that of the French *isle*. For more of <sl>see AES, pp. 439-40.

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*:

fi <u>er</u> y	ba <u>yo</u> u	st <u>ei</u> n	g <u>uy</u>
ei <u>th</u> er	ge <u>ys</u> er	sle <u>igh</u> t	fe <u>is</u> ty
he <u>igh</u> t	bu <u>er</u>	ne <u>igh</u> er	se <u>is</u> imic
ai <u>s</u> le	ey <u>e</u>	polterge <u>ist</u>	kaleid <u>os</u> cope

2. You should have found six different [i] in these words. One digraph occurs in nine of the words. That digraph is <ei>. Write the nine words below:

<i>either</i>	<i>stein</i>	<i>feisty</i>	<i>kaleidoscope</i>	<i>poltergeist</i>
<i>height</i>	<i>sleight</i>	<i>neither</i>	<i>seismic</i>	

3. Two digraphs each occur in two of the words. Those digraphs are <ey> and <uy>. Write the two words with the first of these digraphs in the boxes below:

<i>geyser</i>	<i>eye</i>
---------------	------------

Write the two words with the second of these two digraphs below:

<i>buyer</i>	<i>guy</i>
--------------	------------

5. Three digraphs occur in only one word each. Those three digraphs are <ie>, <ai>, and <ay>. The word with the first of these digraphs is *fiery*. The word with the second digraph is *aisle*. The word with the third is *bayou*.

6. The <ie> spelling of [i] 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 [i] comes about:

TABLE 11.13:

Word	= Stem + Suffix
tied	= <i>ti</i> + <i>ed</i>
skies	= <i>sky</i> + <i>i</i> + <i>es</i>

TABLE 11.13: (continued)

Word	= Stem + Suffix
dried	= <i>dry</i> + <i>i</i> + <i>ed</i>
supplies	= <i>supply</i> + <i>i</i> + <i>es</i>
allies	= <i>ally</i> + <i>i</i> + <i>es</i>
testified	= <i>testif</i> f + <i>i</i> + <i>ed</i>
qualified	= <i>qualif</i> y + <i>i</i> + <i>ed</i>
trial	= <i>try</i> + <i>i</i> + <i>al</i>
occupies	= <i>occup</i> y + <i>i</i> + <i>es</i>
multiplied	= <i>multipl</i> y + <i>i</i> + <i>ed</i>

7. The most common spelling of [ī] is the letter < i > . The second most common spelling of [ī] is the letter < y > . Six other less common spellings of [ī] are the digraphs < ei > , < ey > , < uy > , < ie > , < ai > , and < ay > .

Teaching Notes.

Digraph spellings, especially of the long vowel sounds, are just plain difficult. But there is considerable consolation to be found in the fact that the digraph spellings of [ī] occur in very, very few words: In Hanna and Hanna's sample of about 14,000 high frequency words, there was a total of 1,482 instances of [ī], of which only 51 were spelled with digraphs. The other 1,431 were spelled either < i > or < y > . That is only about 3% digraph spellings, about 97% with < i > or < y > .

Item 1. Why *fiery* is not **firy* (**fir*ϕ + *y*) is something of a mystery. In the 13th through 17th centuries it was spelled several different ways: *furie*, *fury*, *fuyre*, *fuyri*, *fuyry*, *fyre* *fyrie*, *fyry*, *firie*, *firy*, *firy*, *firy*, *fery*, *fierie*, *fyeri*, *firy*, *firey*, *fiery*. Up into the 19th century it was sometimes still spelled <firy>. One suggestion is that the <e> in *fiery* is spelling a schwa glide from the [ī] to the [r]:[fi^rē], a pronunciation still given in modern dictionaries. This suggestion, seems plausible, but then we have a new question: Why isn't *fire* spelled <fier>, especially since dictionaries give [fi^r] as a pronunciation of *fire*? *Fire* , too, since the 11th century has suffered its own surplus of variations: *fȳr*, *fur*, *fure*, *fuyr*, *fuyre*, *fuir*, *fuire*, *feure*, *fer*, *fere*, *ver*, *vere*, *feer*, *fier*, *fiere*, *feir*, *fyr*, *fyre*, *fyyr*, *fyer*, *fyere*, *feyer*, *fyar*, *fiere*, *fir*, *fire*. The spelling *fire* appeared first in the 13th century; the spelling *fiery* not until the 16th. The mystery remains, but for more, see *AES*, pp. 319-20.

Some students may say that they hear a [y] in the middle of words like *bayou* and *buyer*. The presence of the sound [y] seems all the more convincing because of the presence of the letter <y>. Point out to them that they have a good ear, but the sound they hear is not a separate [y] sound. It is more a by-product: As you move from the sound [ī] to the the sound [ū] in *bayou* or from the [ī] to the [r] in *buyer*, the result is a type of what linguists call a **glide**, a natural and inevitable result of moving from one sound to another. Glides are not treated as separate sounds, which is why most dictionaries do not show a [y] in words like *bayou* and *buyer* .

Sleight stands at the middle of a little knot in English spelling: On one hand, it has some near homographs *weight*, *weigh*, even *sleigh*, all with <eigh>and [ā]. On the other hand, *sleight* “skill, dexterity, as in 'sleight of hand'” has the homophone *slight* meaning “small in degree or amount; to treat as unimportant.” About all we can say about this is that *sleight* experienced huge indecision about its spelling (and pronunciation): the *OED* lists 40 different spellings! Such indecision about spelling and pronunciation early on can give us unusual modern spellings. (A somewhat similar situation exists with *height* , which also had dozens of earlier spellings and which the *OED* calls “a compromise,” “retaining the spelling *height* (which has been by far the most frequent written form since 1500), with the pronunciation of *hight*” (at *height*). The modern pronunciation [hīt] rather than [hāt] is probably due to a felt analogy with *high*.)

The story of *aisle* is told in the teaching notes to Book 5, Lesson 38. Concerning the <ei>and <ie>digraphs, the story of < i > -before-<e>is told later in this book, in lessons 31-34.

The silent final <e>in *eye* can be treated as a result of Short World Rule: English tends to avoid nouns, verbs, adjectives, adverbs of less than three letters. To meet this restraint, sometimes an extra consonant is added, as in *egg*

or the noun *inn* (contrasted with the preposition *in*), sometimes a silent final <e> is added, as in *tee*, *dye*, and *eye*. For more on the Short Word Rule see *AES*, pp. 87-89.

One other very minor digraph spelling of [i] is <oy>, apparently only in *coyote* and its more rare diminutive *coyotillo*.

11.7 Lesson Seven

Review of Long

- The most common spelling of [i] is the letter _____. The second most common spelling of [i] is the letter _____. Six other less common spellings of [i] are the digraphs ____, ____, ____, ____, ____, ____, and _____.
- Underline the letters that spell long < i > in each of the following words:

ch <u>i</u> ld	l <u>i</u> brary	multipl <u>i</u> es	b <u>i</u> bble	microsc <u>o</u> p <u>e</u>
exerc <u>i</u> se	cl <u>i</u> mb	v <u>i</u> brate	occup <u>y</u>	analyz <u>e</u>
vari <u>e</u> ty	s <u>i</u> lence	se <u>i</u> smic	ge <u>y</u> ser	bu <u>y</u> er
multipl <u>y</u>	tr <u>i</u> umph	is <u>l</u> and	t <u>i</u> ghten	ais <u>e</u>
l <u>i</u> es	id <u>e</u> ntify	ass <u>i</u> gn	bl <u>i</u> nd	styl <u>e</u>
he <u>i</u> ght	d <u>y</u> e	hor <u>i</u> zon	acqu <u>i</u> re	viol <u>e</u> nce
titl <u>e</u>	ne <u>i</u> ther	cl <u>i</u> ent	cycl <u>e</u>	den <u>y</u>

- Sort the words into these two groups:

TABLE 11.14: Words in which long

	single letter			digraph
<i>child</i>	<i>climb</i>	<i>island</i>	<i>acquire</i>	<i>height</i>
<i>exercise</i>	<i>silence</i>	<i>horizon</i>	<i>cycle</i>	<i>neither</i>
<i>variety</i>	<i>triumph</i>	<i>client</i>	<i>microscope</i>	<i>multiplies</i>
<i>multiply</i>	<i>identify(x 2)</i>	<i>bible</i>	<i>analyze</i>	<i>seismic</i>
<i>lie</i>	<i>dye</i>	<i>occupy</i>	<i>style</i>	<i>geyser</i>
<i>title</i>	<i>assign</i>	<i>tighten</i>	<i>violence</i>	<i>buyer</i>
<i>library</i>	<i>vibrate</i>	<i>blind</i>	<i>deny</i>	<i>aisle</i>

- Now sort the words in which [i] is spelled with a single letter into the following seven groups:

TABLE 11.15: Words in which

VCV	V.V	V#	Ve#
<i>exercise</i>	<i>variety</i>	<i>multiply</i>	<i>lie</i>
<i>silence</i>	<i>triumph</i>	<i>identify</i>	<i>dye</i>
<i>identify</i>	<i>client</i>	<i>occupy</i>	
<i>horizon</i>	<i>violence</i>	<i>deny</i>	
<i>analyze</i>			
<i>style</i>			

TABLE 11.16: Words in which

VCle	VCrV	VCC	
<i>title</i>	<i>library</i>	<i>child</i>	<i>assign</i>
<i>bible</i>	<i>vibrate</i>	<i>climb</i>	<i>tighten</i>
<i>cycle</i>	<i>microscope</i>	<i>island</i>	<i>blind</i>

CrossWords.

Across:

1. ISLAND—Land surrounded by water
4. CHILD—A small boy or girl
6. MULTIPLY—The opposite of “divide”
9. SILENCE—The absence of noise
10. CLIMB—Go up
12. ACQUIRE—Buy or get

Down:

2. SEISMIC—Dealing with earthquakes
3. DYE—Color cloth or hair
5. BLIND—Not able to see
7. TRIUMPH—Victory
8. LIBRARY—A collection of books
11. LIES—Untruths

11.8 Lesson Eight

Test One

TABLE 11.17:

Words

1. *freed*
2. *tying*
3. *qualified*
4. *dying*
5. *analyzed*
6. *eyes*
7. *agreeing*
8. *identified*
9. *canoeing*
10. *multiplied*

Analysis

- Free base + suffix = fre + ed
- Free base + suffix = ty + y + ing
- Free stem + suffix = qualif + i + ed
- Free base + suffix = dy + ing
- [i] = <y> in the pattern VCV
- Free base + suffix = eye + s
- Free stem + suffix = agree + ing
- Free stem + suffix = identif + i + ed
- Free stem + suffix = canoe + ing
- Free stem + suffix = multiply + 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 11.18:

Adjective	= Noun or verb	+ Suffix
defensive	= <i>defens</i> ϕ	+ <i>ive</i>
massive	= <i>mass</i>	+ <i>ive</i>
excessive	= <i>excess</i>	+ <i>ive</i>
supportive	= <i>support</i>	+ <i>ive</i>
reflective	= <i>reflect</i>	+ <i>ive</i>
effective	= <i>effect</i>	+ <i>ive</i>
directive	= <i>direct</i>	+ <i>ive</i>
exhaustive	= <i>exhaust</i>	+ <i>ive</i>
detective	= <i>detect</i>	+ <i>ive</i>
narrative	= <i>narrat</i> ϕ	+ <i>ive</i>
disruptive	= <i>disrupt</i>	+ <i>ive</i>
subjective	= <i>subject</i>	+ <i>ive</i>
active	= <i>act</i>	+ <i>ive</i>
attractive	= <i>attract</i>	+ <i>ive</i>
retrospective	= <i>retrospect</i>	+ <i>ive</i>

2. Here are some the other way around. Combine the elements to make adjectives. Show any changes that occur when the elements combine:

TABLE 11.19:

Elements	= Adjective
ex + cess + ive	= <i>excessive</i>
intro + spect + ive	= <i>introspective</i>
ob + struct + ive	= <i>obstructive</i>
retro + spect + ive	= <i>retrospective</i>
ob + ject + ive	= <i>objective</i>
ad + gress + ive	= <i>aggressive</i>
sub + ject + ive	= <i>subjective</i>
re + strict + ive	= <i>restrictive</i>
re + cept + ive	= <i>receptive</i>
per + cept + ive	= <i>perceptive</i>
de + fect + ive	= <i>defective</i>
ex + ϕcut ϕ + ive	= <i>executive</i>
dis + rupt + ive	= <i>disruptive</i>

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 11.20:

Bound stem + suffix	= Adjective	Related Verb
extens + ive	= <i>extensive</i>	<i>extend</i>
attent + ive	= <i>attentive</i>	<i>attend</i>
inclus + ive	= <i>inclusive</i>	<i>include</i>
exclus + ive	= <i>exclusive</i>	<i>exclude</i>
explos + ive	= <i>explosive</i>	<i>explode</i>

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:

<i>detective</i>	<i>executive</i>	<i>objective</i>
<i>directive</i>	<i>narrative</i>	<i>retrospective</i>

Teaching Notes.

Item 1. All of those <t>’s at the end of the nouns and verbs are echoes from Latin’s rather complicated inflectional system. Usually the <t>’s are from the Latin past participle form of a certain class of verbs.

Item 3. Again we have an echo of Latin word structure: Here to <s> echoes the Latin past participle form of a certain class of verbs while the <d> echoes the Latin infinitive form.

Item 4. Students may feel that certain *-ive* words can be used as nouns, even though the dictionaries show them as only adjectives. The process of conversion from adjective to noun is still going on. Sometimes the dictionaries can’t keep up with the changes. If youngsters claim that a word is a noun and the dictionary says that it is an adjective only, ask them to compose a sentence that makes sense using that word as a noun. If they can, then I’d call it a noun, in spite of the dictionaries. For instance, the dictionaries show *attentive* as adjective only, but to my ears it would be good sense and good grammar to say something like, “Only the attentive will be allowed to outside for recess.” This is another example of the richness and flexibility of our language.

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 between, among, together.

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 11.21:

Word	= Prefix	+ Free Stem
surmount	= <i>sur</i>	+ <i>mount</i>
interview	= <i>inter</i>	+ <i>view</i>
surplus	= <i>sur</i>	+ <i>plus</i>
intermission	= <i>inter</i>	+ <i>mission</i>
surname	= <i>sur</i>	+ <i>name</i>
interchange	= <i>inter</i>	+ <i>change</i>
surface	= <i>sur</i>	+ <i>face</i>
interwine	= <i>inter</i>	+ <i>twine</i>
surpass	= <i>sur</i>	+ <i>pass</i>
intermediate	= <i>inter</i>	+ <i>mediate</i>
surround	= <i>sur</i>	+ <i>round</i>
surrender	= <i>sur</i>	+ <i>render</i>

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 11.22:

Word	= Prefix	+ Bound Stem
intercept	= <i>inter</i>	+ <i>cept</i>
surprise	= <i>sur</i>	+ <i>prise</i>
interest	= <i>inter</i>	+ <i>est</i>

TABLE 11.22: (continued)

Word	= Prefix	+ Bound Stem
surveillance	= <i>sur</i>	+ <i>veillance</i>
interrupt	= <i>inter</i>	+ <i>rupt</i>
survey	= <i>sur</i>	+ <i>vey</i>
interpret	= <i>inter</i>	+ <i>pret</i>
survive	= <i>sur</i>	+ <i>vive</i>
intersect	= <i>inter</i>	+ <i>sect</i>
intervene	= <i>inter</i>	+ <i>vene</i>
interfere	= <i>inter</i>	+ <i>fere</i>
interval	= <i>inter</i>	+ <i>val</i>

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”

prise = “take”

render = “give”

rupt = “burst”

sect = “cut”

val = “wall”

veill = “watch”

vene = “come”

vey = “see”

vive = “live”

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:

bre <u>ath</u> ing	re <u>co</u> gnize	re <u>fl</u> ection	sur <u>pl</u> us
acq <u>ir</u> e	re <u>mar</u> ried	terr <u>if</u> y	surre <u>nd</u> er
re <u>wr</u> ote	cor <u>re</u> cted	inter <u>est</u>	winter <u>r</u>
w <u>ro</u> ng	al <u>te</u> rnate	inter <u>fe</u> re	re <u>fe</u> rr <u>ed</u>
re <u>si</u> gnation	rh <u>ym</u> e	area	ar <u>ri</u> ved
w <u>ri</u> tten	inter <u>pr</u> et	pioneer <u>r</u>	sur <u>ro</u> und
rh <u>inoc</u> eros	fre <u>ed</u> om	child <u>re</u> n	inter <u>ru</u> pt
re <u>li</u> ance	w <u>ra</u> ppings	inter <u>me</u> di <u>ate</u>	liar <u>r</u>

2. Sort the words into these four groups. Some words will go into more than one group:

TABLE 11.23: Words in which [r] is spelled ...

<rh>	<wr>	<rr>	
<i>rhinoceros</i>	<i>rewrite</i>	<i>remarried</i>	<i>referred</i>
<i>rhyme</i>	<i>wrong</i>	<i>corrected</i>	<i>arrived</i>
	<i>written</i>	<i>terrify</i>	<i>surround</i>
	<i>wrapping</i>	<i>surrender</i>	<i>interrupt</i>

TABLE 11.24: Words in which [r] is spelled ...

	<r>		
<i>breathing</i>	<i>recognize</i>	<i>interest</i>	<i>surplus</i>
<i>acquire</i>	<i>remarried</i>	<i>interfere</i>	<i>surrender</i>
<i>rewrote</i>	<i>alternate</i>	<i>area</i>	<i>winter</i>
<i>resignation</i>	<i>interpret</i>	<i>pioneer</i>	<i>referred</i>
<i>rhinoceros</i>	<i>freedom</i>	<i>children</i>	<i>liar</i>
<i>reliance</i>	<i>reflection</i>	<i>intermediate</i>	

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:

TABLE 11.25: 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
<i>rewrote</i>	<i>breathing</i>	<i>acquire</i>
<i>resignation</i>	<i>alternate</i>	<i>interfere</i>
<i>reliance</i>	<i>interpret</i>	<i>pioneer</i>
<i>recognize</i>	<i>freedom</i>	<i>surrender</i>
<i>remarried</i>	<i>interest</i>	<i>winter</i>
<i>reflection</i>	<i>interfere</i>	<i>liar</i>
<i>referred</i>	<i>area</i>	
	<i>children</i>	
	<i>intermediate</i>	
	<i>surplus</i>	

4. 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 partner 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.

Teaching Notes.

The sound [r] is spelled <r>or <rr>about 99% of the time. But the VCV-VCC distinction between <r>and <rr>is not so clear as it is with other consonants. This fuzziness is caused by the strong effect that [r] has on any preceding vowel. As has been pointed out before, two V *ce* words like *date* and *dare* have quite different vowel sounds: That in *date* is a clear long <a >, [ā], but that in *dare* is something between [ā] and [e], usually closer to the latter. This deviation from the normal VCV-VCC distinction complicates things somewhat, as will be seen in Lesson 14. For more on the spellings of [r], see *AES*, pp. 447-455.

Word Histories. Other noun-verb pairs that have survived include the following: *bake, batch; break, breech; make, match; speak, speech; stick, stitch; wake, watch; wreak, wretch*.

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:

ir <u>rr</u> igation	int <u>rr</u> upt	ir <u>rr</u> itate	und <u>rr</u> ated
ov <u>rr</u> ripe	con <u>rr</u> erring	pre <u>rr</u> ferred	tra <u>rr</u> sferring
re <u>rr</u> ferred	scar <u>rr</u> ed	ar <u>rr</u> ange	ir <u>rr</u> responsible
ar <u>rr</u> est	cor <u>rr</u> ectly	ir <u>rr</u> regular	su <u>rr</u> rendered
ar <u>rr</u> ival	cor <u>rr</u> uption	cor <u>rr</u> espond	su <u>rr</u> roundings

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 11.26:

Word	Analysis
<i>ov<u>rr</u>ripe</i>	<i>over + ripe</i>
<i>int<u>rr</u>upt</i>	<i>inter + rupt</i>
<i>und<u>rr</u>ated</i>	<i>under + rated</i>
<i>su<u>rr</u>rendered</i>	<i>sur + rendered</i>
<i>su<u>rr</u>roundings</i>	<i>sur + roundings</i>

3. **Twinning Rule.** You twin the final *consonant* of a free stem that has one vowel sound and ends *CVC* when you add a suffix that starts with a *vowel*. You twin the final consonant of a free stem that has two vowel sounds whenever you add a suffix that starts with a *vowel* and the stem ends *CVC* and has strong stress on its *final* 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 11.27:

Word	Analysis
<i>re<u>rr</u>ferred</i>	<i>refer + r + ed</i>
<i>con<u>rr</u>erring</i>	<i>confer + r + ing</i>
<i>scar<u>rr</u>ed</i>	<i>scar + r + ed</i>
<i>pre<u>rr</u>ferred</i>	<i>prefer + r + ed</i>
<i>tra<u>rr</u>sferring</i>	<i>transfer + r + ing</i>

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 *ar* , *cor-*, and *ir-*.

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 11.28:

Word	Analysis: Prefix + Stem
<i>irrigation</i>	<i>ir</i> + <i>r</i> + <i>rigation</i>
<i>arrest</i>	<i>ar</i> + <i>r</i> + <i>rest</i>
<i>arrival</i>	<i>ar</i> + <i>r</i> + <i>rival</i>
<i>correctly</i>	<i>cor</i> + <i>r</i> + <i>rectly</i>
<i>corruption</i>	<i>cor</i> + <i>r</i> + <i>ruption</i>
<i>irritate</i>	<i>ir</i> + <i>r</i> + <i>ritate</i>
<i>arrange</i>	<i>ar</i> + <i>r</i> + <i>range</i>
<i>irregular</i>	<i>ir</i> + <i>r</i> + <i>regular</i>
<i>correspond</i>	<i>cor</i> + <i>r</i> + <i>respond</i>
<i>irresponsible</i>	<i>ir</i> + <i>r</i> + <i>responsible</i>

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 11.29:

Word	= Prefix¹	+ Prefix¹	+ Stem
incorrect	= <i>in</i>	+ <i>cor</i> + <i>r</i>	+ <i>rect</i>
unirritable	= <i>un</i>	+ <i>ir</i> + <i>r</i>	+ <i>ritable</i>
overirrigated	= <i>over</i>	+ <i>ir</i> + <i>r</i>	+ <i>rigated</i>
uncorrupted	= <i>un</i>	+ <i>cor</i> + <i>r</i>	+ <i>rupted</i>

TABLE 11.29: (continued)

Word	= Prefix¹	+ Prefix¹	+ Stem
rearresting	= <i>re</i>	+ <i>ad</i> + <i>r</i>	+ <i>resting</i>
nonsupportive	= <i>non</i>	+ <i>sub</i> + <i>p</i>	+ <i>portive</i>
disarranged	= <i>dis</i>	+ <i>ad</i> + <i>r</i>	+ <i>rested</i>
irresponsibly	= <i>ir</i> + <i>r</i>	+ <i>re</i>	+ <i>sponsibly</i>
unsurprising	= <i>un</i>	+ <i>sur</i>	+ <i>prising</i>
reninterrupted	= <i>re</i>	+ <i>inter</i>	+ <i>pret</i>
noninterrupted	= <i>non</i>	+ <i>inter</i>	+ <i>rupted</i>
disinterested	= <i>dis</i>	+ <i>inter</i>	+ <i>ested</i>

11.14 Lesson Fourteen

The Sound [r] and the VCC Pattern

1. In the VCV pattern, the first vowel will usually be *long*; but in the VCC pattern, the vowel will usually be *short*.

Vowels before [r] are often pronounced differently from the way they are pronounced in front of 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 pronunciation 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:

TABLE 11.30: Words with <rr> following a ...

short <a>, [a]

narrow
marry
marriage
narrative
sparrow

carriage
carry
barrel
arrow

short <e>, [e]

terrace
error
terrify
merry
raspberry

terrible
territory
cherry
errand

TABLE 11.31: Words with <rr> following a ...

short <i>, [i]

mirror

sorrow
sorry

short <o>, [o]

tomorrow
borrow

horrible

4. About 99 times out of a hundred [r] is spelled either <r> or <rr>. Most of the time [r] is spelled either <r> or <rr>

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?

assimilation

twinning

VCC

Teaching Notes. You may decide not to assign this lesson, since it can be a difficult exercise, for both teacher and students: The vowel sounds can be hard to distinguish because of the coloring produced by the following [r]. Also, there are considerable differences from one dialect to another. The spellings are a clue here: Usually words spelled with <e> have an [e], those spelled with <a> have [a], and so on. But if trouble breaks out, it may be a good time to get out the dictionaries and have a lesson on the reading of the pronunciations in whichever dictionary you have in your classroom. The sorting in this lesson is based on the pronunciations given in the *American Heritage Dictionary*, but not all dictionaries agree all of the time. This is clearly a lesson that deals with tendencies rather than clearcut distinctions.

Dictionaries quite consistently give [ar], [er], and [ir] for <arr>, <err>, and <irr>, which is probably a case of the editors letting the spelling simplify things for them. Dictionaries show more variation in <orr>, though the two sounds that vary are two that we have collapsed into the single sound we call short <o>. There also is some variation in words with <urr>, such as *hurry*. For more on vowels before [r], see *AES*, pp. 307-26.

The main thing, I believe, is to be aware that students will differ in what they say and hear. So the groupings in Item 3 may look somewhat different from those given above.

11.15 Lesson Fifteen

Sometimes [r] is <wr>, Sometimes <rh>

1. There are only two other spellings of [r] – and they occur in only a 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>? at the front. Three of the words have to do with putting words down on paper. The three are write, wrote, and written. You can use a wrench to loosen a nut and bolt. When two cars run into on another, it is called a wreck. Your hand is connected to your arm at the wrist. At Christmas some people put a wreath on their door. You use an iron to remove wrinkles from your clothes. If an answer is not right, it is wrong.

3. Rewrite the sixteen <wr> words in alphabetical order:

1. wrap
2. wrath
3. wreath
4. wreck
5. wren
6. wrench
7. wrestle
8. wretch
9. wriggle
10. wring
11. wrinkle
12. wrist
13. write
14. written
15. wrong
16. wrote

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. rhapsody

2. rheostat

3. rhetoric

4. rheumatism

5. rhinestone

6. rhinoceros

7. rhubarb

8. rhyme

9. rhythm

4. In the word *rhinoceros* the first element, *rhino* , in Greek meant “nose,” and the second element, *ceros*, meant “horn.” So *rhinoceros* meant what?

(the animal with) a horn on its nose

5. In the word *rhapsody* the first element, *rhaps*, meant “stitch, sew,” and the second element, *ody*, meant “song.” So *rhapsody* meant what?

a sewing together of songs

6. You have worked with four ways of spelling [r]. They are <r> , <rr>, <wr> , and <rh> . Of these four spellings which is the most common? <r> . Which is the second most common? <rr> . Which are the two least common? <wr> and <rh>.

Teaching Notes.

Item 3. In the word *rheostat* the first element, *rheo* , in Greek meant “flow,” and the second element, *stat* , meant “to cause to stand.” So a rheostat is something that stops a flow, or causes it to stand (still). In the word *rhododendron* the first element, *rhodo*, in Greek meant “rose,” and the second element, *dendron* , meant “tree.” So a rhododendron was a rose tree. In the word *rhubarb* the first element, *rhu*, came from the old Greek name for what we now call the Volga River, in Russia. The second element, *barb* , meant “barbarian,” which to the Greeks meant anyone who wasn’t Greek. So rhubarb was the the plant from the barbarian Rhu River. A rhinestone was originally a stone from a town near the Rhine River, where they were first manufactured, so this <rh>comes from German, not Greek.

In a very few modern, usually technical, words whose Greek sources had double rho, we have [r] spelled <rrh>. Relatively common words with <rrh>are *arrhythmia*, *diarrhea*, *gonorrhea*, *hemorrhage*, *myrhh*.

For more on the minor spellings <wr>and <rh>, see *AES*, pp. 448-49.

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>:

<i>r</i>	<i>h</i>	<i>y</i>	<i>m</i>	<i>e</i>		
<i>r</i>	<i>h</i>	<i>y</i>	<i>t</i>	<i>h</i>	<i>m</i>	

Words with [r] spelled <rr>:

<i>s</i>	<i>o</i>	<i>r</i>	<i>r</i>	<i>y</i>			
<i>e</i>	<i>r</i>	<i>r</i>	<i>o</i>	<i>r</i>			
<i>m</i>	<i>e</i>	<i>r</i>	<i>r</i>	<i>y</i>			
<i>c</i>	<i>a</i>	<i>r</i>	<i>r</i>	<i>y</i>			
<i>m</i>	<i>i</i>	<i>r</i>	<i>r</i>	<i>o</i>	<i>r</i>		
<i>e</i>	<i>r</i>	<i>r</i>	<i>a</i>	<i>n</i>	<i>d</i>		
<i>s</i>	<i>p</i>	<i>a</i>	<i>r</i>	<i>r</i>	<i>o</i>	<i>w</i>	
<i>t</i>	<i>e</i>	<i>r</i>	<i>r</i>	<i>a</i>	<i>c</i>	<i>e</i>	
<i>t</i>	<i>o</i>	<i>m</i>	<i>o</i>	<i>r</i>	<i>r</i>	<i>o</i>	<i>w</i>

Words with [r] spelled <wr>:

<i>w</i>	<i>r</i>	<i>i</i>	<i>t</i>	<i>e</i>		
<i>w</i>	<i>r</i>	<i>o</i>	<i>n</i>	<i>g</i>		
<i>w</i>	<i>r</i>	<i>e</i>	<i>c</i>	<i>k</i>		
<i>w</i>	<i>r</i>	<i>i</i>	<i>n</i>	<i>g</i>		
<i>w</i>	<i>r</i>	<i>o</i>	<i>t</i>	<i>e</i>		
<i>w</i>	<i>r</i>	<i>a</i>	<i>t</i>	<i>h</i>		
<i>w</i>	<i>r</i>	<i>i</i>	<i>s</i>	<i>t</i>		
<i>w</i>	<i>r</i>	<i>e</i>	<i>n</i>	<i>c</i>	<i>h</i>	
<i>w</i>	<i>r</i>	<i>e</i>	<i>t</i>	<i>c</i>	<i>h</i>	
<i>w</i>	<i>r</i>	<i>e</i>	<i>a</i>	<i>t</i>	<i>h</i>	
<i>w</i>	<i>r</i>	<i>e</i>	<i>s</i>	<i>t</i>	<i>l</i>	<i>e</i>
<i>w</i>	<i>r</i>	<i>i</i>	<i>n</i>	<i>k</i>	<i>l</i>	<i>e</i>
<i>w</i>	<i>r</i>	<i>i</i>	<i>t</i>	<i>t</i>	<i>e</i>	<i>n</i>
<i>w</i>	<i>r</i>	<i>i</i>	<i>g</i>	<i>g</i>	<i>l</i>	<i>e</i>

Teaching Notes.

Obviously, in most cases the words given above are not the only ones that satisfy the requirements of the lesson. Part of the object of this WordSpell is to give the students another chance to recall and write out the words from recent lessons. But another part of it is to give the students a schematic way of processing the information that <wr>and <rh>are typically at the front of words, while <rr>is typically in the middle.

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 *front* of words and (can / cannot) stand free as words. In the words *unguided* and *receptive* un- and re- are prefixes. Suffixes are elements that go at the *end* of words and (can / cannot) stand free as words. In the words *unguided* and *receptive*, -ed and -ive are suffixes. Bases are elements that can have prefixes and suffixes added at the *front* and *back*. In the words *unguided* and *receptive* guide and cept 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. Be sure to show any assimilations or other changes that take place:

TABLE 11.32:

Word	= Analysis
accepted	= <i>ad</i> + <i>cept</i> + <i>ed</i>
effective	= <i>ex</i> + <i>f</i> + <i>fect</i> + <i>ive</i>
concepts	= <i>com</i> + <i>n</i> + <i>cept</i> + <i>s</i>
infection	= <i>in</i> + <i>fect</i> + <i>ion</i>
suggestion	= <i>sub</i> + <i>g</i> + <i>gest</i> + <i>ion</i>
prospecting	= <i>pro</i> + <i>spect</i> + <i>ing</i>
suggested	= <i>sub</i> + <i>g</i> + <i>gest</i> + <i>ed</i>
affection	= <i>ad</i> + <i>f</i> + <i>fect</i> + <i>ion</i>
congested	= <i>com</i> + <i>n</i> + <i>gest</i> + <i>ed</i>
receptive	= <i>re</i> + <i>cept</i> + <i>ive</i>
except	= <i>ex</i> + <i>cept</i>
interception	= <i>inter</i> + <i>cept</i> + <i>ion</i>
defective	= <i>de</i> + <i>fect</i> + <i>ive</i>
respectable	= <i>re</i> + <i>spect</i> + <i>able</i>
perfected	= <i>per</i> + <i>fect</i> + <i>ed</i>
introspective	= <i>intro</i> + <i>spect</i> + <i>ive</i>
retrospective	= <i>retro</i> + <i>spect</i> + <i>ive</i>

3. The four bound bases are cept, fect, gest, and spect.

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 11.33:

Word	= Analysis
affection	= <i>ad</i> + <i>f</i> + <i>fect</i> + <i>ion</i>
interception	= <i>inter</i> + <i>cept</i> + <i>ion</i>
respectful	= <i>re</i> + <i>spect</i> + <i>ful</i>
deceptive	= <i>de</i> + <i>cept</i> + <i>ive</i>
perspective	= <i>per</i> + <i>spect</i> + <i>ive</i>
confection	= <i>con</i> + <i>n</i> + <i>fect</i> + <i>ion</i>
circumspectly	= <i>circum</i> + <i>spect</i> + <i>ly</i>
reception	= <i>re</i> + <i>cept</i> + <i>ion</i>
receptacle	= <i>re</i> + <i>cept</i> + <i>acle</i>
susceptible	= <i>sub</i> + <i>s</i> + <i>cept</i> + <i>ible</i>
imperceptible	= <i>im</i> + <i>per</i> + <i>cept</i> + <i>ible</i>



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	<i>roam</i>	m
h	<i>health</i>	h
y		t
t		y
h		h
m		r

Teaching Notes.

Word Turn. Word Turns can be deceptive: some rows are easy to fill in because there are many, many words with the required initial and final letters. But other rows can be quite demanding. Here are some words that fit the four open rows in this Turn: y...t: *yacht, yeast, yet, yogurt, youngest, yellowest, yuckiest, yummiest*; t...y: *tarry, temporary, they, tiny, today*; h...h: *harsh, hatch, health, high, hush*; m...r: *major, manager, meteor, mirror, monster*.

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-*: *a* + *f* + *fect*, thus the < *a* >.

Effect contains the prefix *ex-*: *e* + *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 11.34:

Sentence and 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.

Analysis of Word

a + *f* + *fect*

a + *f* + *fect* + *ed*

e + *f* + *fect*

e + *f* + *fect* + *ive*

ex + *cept*

ex + *cept* + *ion*

a + *c* + *cept*

a + *c* + *cept* + *ed*

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.

Teaching Notes.

Item 1. This discussion of *effect* and *affect* is a deliberate simplification. For it is unfortunately true that *effect* can also function as a verb: “We could not *effect* a happy compromise.” As a verb, *effect* means “to bring about, to accomplish.” And, alas, *affect* can also function as a noun: In psychology an *affect* is a feeling or emotion. It would seem needlessly cruel to introduce this complication to the youngsters at this point. And doing so is probably fairly safe: As a verb *effect* is pretty much restricted to quite formal usage, and as a noun *affect* is pretty much restricted to the technical language of psychology. By the time the youngsters develop into those levels of formality and technicality, they should have had enough time to make habitual the basic distinction being made here between *effect* as noun and *affect* as verb.

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

TABLE 11.35: Words in which silent final <e>...

is a fossil		has a function	
<i>fertile</i>	<i>pirate</i>	<i>immune</i>	<i>intertwine</i>
<i>chocolate</i>	<i>examine</i>	<i>annihilate</i>	<i>xylophone</i>
<i>opposite</i>	<i>definite</i>	<i>appetite</i>	<i>square</i>
<i>medicine</i>	<i>done</i>	<i>create</i>	<i>cyclone</i>
<i>are</i>	<i>some</i>	<i>rewrite</i>	<i>dome</i>
<i>welcome</i>	<i>gone</i>	<i>gasoline</i>	<i>awhile</i>
<i>fortune</i>			

3. Now sort the words with fossil final <e>'s into the following eight groups:

TABLE 11.36: Words that end with the letters ...

<are>	<ate>	<ile>	<ine>
<i>are</i>	<i>chocolate</i>	<i>fertile</i>	<i>medicine</i>
	<i>pirate</i>		<i>examine</i>

TABLE 11.37: Words that end with the letters ...

<ite>	<ome>	<one>	<une>
<i>opposite</i>	<i>welcome</i>	<i>done</i>	<i>fortune</i>

TABLE 11.37: (continued)

<ite> <i>definite</i>	<ome> <i>some</i>	<one> <i>gone</i>	<une>
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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 [U+0080] [U+0098] [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 11.38:

Sentence	Sound	Part of Speech	Fossil <e>
1. She will graduate in June.	[āt]	<i>Verb</i>	
2. Then she will be a graduate .	[it]	<i>Noun</i>	✓
3. I can't estimate how much it will cost.	[āt]	<i>verb</i>	
4. The estimate will probably be too high.	[it]	<i>Noun</i>	✓
5. The defendant could not elaborate on his alibi.	[āt]	<i>verb</i>	
6. It was not a very elaborate story.	[it]	<i>Adjective</i>	✓
7. They had to sit in separate corners of the room.	[it]	<i>Adjective</i>	✓
8. Their teacher had to separate them.	[āt]	<i>verb</i>	
9. He has very moderate views on politics.	[it]	<i>Adjective</i>	✓
10. He already did moderate his views.	[āt]	<i>verb</i>	
11. They only visit us on alternate weekends.	[it]	<i>Adjective</i>	✓
12. The lessons alternate between being too easy and too hard	[āt]	<i>verb</i>	

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.

Teaching Notes. The status of silent final <e> in stressed and unstressed final syllables, as in the verb *graduate*, with stress on the final syllable, vs. the noun *graduate*, with no stress on the last syllable, is discussed in Book 3, Lessons 40-41.

Item 1. *Fertile* has an alternate pronunciation with a stressed [ī], though it is more typical of British than of American English.

Item 2. Most words with fossil <e>'s come from Latin and/or French and brought their final <e>'s with them, like *culture*. But there are a few native English words with fossil final <e>. Instances in this set are *are*, *welcome*, *done*, *some*, *gone*. Most native fossil final <e>are all that is left of Old English inflectional endings.

11.20 Lesson Twenty

Summary of Final <e>Deletion

- Earlier you worked with the deleting final <e>'s in stems that end <ee>, <ie>, or <oe>:
 - 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*.
 - 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*.
 - 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 = 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 <c> or soft <g> only when you add a suffix that begins with the letters <e>, <i>, or <y>; 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 *vowel*.

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:

- Marking or helping spell a long vowel
- Marking a soft <c>or <g>
- Marking a voiced <th>,
- Insulating an <s>, <z>, <u>, or <v>
- Filling out a VCle pattern
- A fossil

TABLE 11.39:

Stem + Suffix	= Word	Final <e>
rhythm e + ed	= <i>rhymed</i>	1
fertil e + ize	= <i>fertilize</i>	6
referee + ing	= <i>refereeing</i>	1
survive e + al	= <i>survival</i>	1
angle + s	= <i>angles</i>	6
cyclone + s	= <i>cyclones</i>	1
disagree e + ed	= <i>disagreed</i>	1
terrace e + ing	= <i>terracing</i>	2
marriage + able	= <i>marriageable</i>	2
fortune e + ate	= <i>fortunate</i>	6
breath e + ing	= <i>breathing</i>	3
wrinkl e + ed	= <i>wrinkled</i>	6
exposure + s	= <i>exposures</i>	6

TABLE 11.39: (continued)

Stem + Suffix	= Word	Final <e>
vague + ly	= <i>vaguely</i>	4
rescue + er	= <i>rescuer</i>	4, (1)
chocolate + y	= <i>chocolaty</i>	6
are + n't	= <i>aren't</i>	6
love + able	= <i>lovable</i>	4
concrete + ly	= <i>concretely</i>	1
medicine + s	= <i>medicines</i>	6
canoe + ist	= <i>canoeist</i>	1
big-league + er	= <i>big-leaguer</i>	4
immune + ity	= <i>immunity</i>	1
horseshoe + er	= <i>horseshoer</i>	1
issue + ed	= <i>issued</i>	4,(1)
wrestle + ing	= <i>wrestling</i>	6
analyze + ed	= <i>analyzed</i>	1
influence + ing	= <i>influencing</i>	2
collapse + ed	= <i>collapsed</i>	2
irrigate + ion	= <i>irrigation</i>	1
write + s	= <i>writes</i>	1
carriage + s	= <i>carriages</i>	2
catalogue + er	= <i>cataloguer</i>	4
pirate + s	= <i>pirates</i>	6

Teaching Notes.

Item 1. It may help the students if you point out to them that all they have to do is keep those few stems that end <ee>, <ie>, or <oe> in mind - and that isn't too hard since if they try deleting the final <e> in words like *toeing* and *seeing* and *forseeable*, they end up with such funny-looking spellings that they would probably notice them anyhow.

Item 3. Students may want to claim that the final <e>, in the stems *rescue* and *issue* is marking a long vowel. The argument against this claim is that in English final vowel letters tend to spell long sounds: *be*, *ski*, *go*, *do*, etc. There are few words that end in < u > in English, only fairly recent and un-integrated adoptions such as *gnu*, *zebu*, *tabu*, *fondue*, and in all of these the final < u > spells a long < u > or <oo> without need for a final <e>. In spite of that, though, I would incline towards allowing any students' claim for putting a *l* in those words - and rewarding them for their insight and good ear.

The <le> at the end of stems is usually pronounced [l] or [l̥]. It is as if the letters and sounds have been reversed. But it seems better to treat the <l> in such stems as the syllabic <l̥> that can represent a syllable even without a separate vowel letter, thus making the final <e> a redundant fossil. For more on the <le> ending, see *AES*, pp. 149-51.

Catalogue has the variant spelling *catalog*, without the final <e>, as do *monologue*, *dialogue*, and all words ending in the bound base *-logue*, "speech, discourse."

11.21 Lesson Twenty-one

Test Two

TABLE 11.40:

Words

1. *remarried*
2. *surround*
3. *exception*
4. *interrupted*
5. *irrigating*
6. *chocolate*
7. *referred*
8. *wrestle*
9. *affected*
10. *rhyming*

Analysis

Prefix + free base + suffix = *re + flect + ive*

[r] = <rr> due to *simple addition*

Prefix + bound base + suffix = *ex + cept + ion*

Prefix + bound base + suffix = *inter + rupt + ed*

[r] = <rr> due to *assimilation*

Function of final <e>: *Fossil*

[r] = <rr> due to *twinning*

[r] = <wr>

Prefix + bound base + suffix = *ad + f + fect + ed*

[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:

ab <u>l</u> ity	symbo <u>l</u>	fertiliz <u>er</u>	<u>l</u> ieutenant
wrink <u>l</u> e	bung <u>l</u> e	regul <u>ar</u>	national <u>l</u>
fre <u>el</u> y	cathedral <u>l</u>	guilt <u>l</u> y	<u>l</u> eisure
annihil <u>l</u> ate	delegat <u>e</u>	horrib <u>l</u> e	angr <u>l</u> ily
awh <u>l</u> e	elaborat <u>e</u>	jung <u>l</u> e	<u>l</u> eague

2. Now sort the twenty words into these three groups:

TABLE 11.41: Words with [l]. . .

in the front

lieutenant
leisure
league

in the middle

ability
freely
annihilate
delegate
elaborate
fertilizer
regular
guilty
angrily

at the end

wrinkle
awhile
symbol
bungle
cathedral
horrible
jungle
national

3. How is [l] spelled in all of these words? <l>. 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:

awhile
bungle
jungle
league

7 Letters:

ability
angrily
wrinkle
symbol

8 Letters:

horrible
national

10 Letters:

annihilate
lieutenant

	J													
	U													
	N	A	T	I	O	N	A	L		B				
	G						N			U			A	
	L						N			N			N	
	E		A				I			G			G	
			W		W		H			L			R	
S			H	O	R	R	I	B	L	E			I	
Y			I		I		L						L	
M			L		N		A	B	I	L	I	T	Y	
B			E		K		T							
O					L	I	E	U	T	E	N	A	N	T
L	E	A	G	U	E									

Teaching Notes.

The sounds [l] and [r], called liquids, are closely related. Complications exist for the vowel sounds preceding [l] much as they do for those preceding [r]. Thus, we get long <o> in *roll* with VCC, and we get short <o> in *hall* but short <a> in *hallow*, complications with which the students will work in upcoming lessons. For more on the liquids, see *AES*, p. 439. For more on the spellings of [l], see *AES*, pp. 439-47.

Word Squares. Notice that *jungle* and *bungle* are interchangeable.

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:

TABLE 11.42: Words in which [l] is spelled ...

<l>		<ll>	
<i>cathedral</i>	<i>finally</i>	<i>allies</i>	<i>college</i>
<i>lieutenant</i>	<i>respectfully</i>	<i>followers</i>	<i>dollar</i>
<i>ability</i>	<i>jewellike</i>	<i>illustration</i>	<i>shallowness</i>
	<i>ballads</i>	<i>taillight</i>	<i>illogically</i>
	<i>collie</i>	<i>allegiance</i>	<i>colleague</i>
	<i>collapse</i>	<i>annually</i>	

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:

TABLE 11.43: Words with ...

<i>ad-</i> assimilated to <i>al-</i>	<i>com-</i> assimilated to <i>col-</i>	<i>in-</i> assimilated to <i>il-</i>
<i>allies</i>	<i>collapse</i>	<i>illustration</i>
<i>allegiance</i>	<i>college</i>	<i>illogically</i>
	<i>colleague</i>	

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:

TABLE 11.44: Words with the suffix...

<i>-like</i>	<i>-ly</i>
<i>jewellike</i>	<i>finally</i>
	<i>respectfully</i>

TABLE 11.44: (continued)

*-like**-ly**annually**illogically*

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 taillight
6. There are also five words with [l] spelled <ll>because of the VCC pattern at work. The four are:

*ballads**collie**followers**dollar**shallowness*

11.24 Lesson Twenty-four

The Sounds

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>, [ü].

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 [o]	eyeballs [o]	befallen [o]
stallions [a]	tallied [a]	balladist [a]	fallacies [a]
allies [a]	allergies [a]	recalling [o]	hallowed [a]
halls [o]	overalls [a]	callousness [a]	valley [a]
appalled [o]	alligators [a]	mallings [o]	shallowness [a]
challenge [a]	balloting [a]	galleries [a]	smallest [o]

2. Each of the twenty-four words contains a free stem plus a suffix. Analyze each one:

TABLE 11.45:

Word	= Free Stem	+ Suffix	Word	= Free Stem	+ Suffix
<i>stalled</i>	= <i>stall</i>	+ <i>ed</i>	<i>eyeballs</i>	= <i>eyeball</i>	+ <i>s</i>
<i>stallions</i>	= <i>stallion</i>	+ <i>s</i>	<i>balladist</i>	= <i>ballad</i>	+ <i>ist</i>
<i>allies</i>	= <i>ally</i> + <i>i</i>	+ <i>es</i>	<i>recalling</i>	= <i>recall</i>	+ <i>ing</i>
<i>halls</i>	= <i>hall</i>	+ <i>s</i>	<i>callousness</i>	= <i>callous</i>	+ <i>ous</i>
<i>appalled</i>	= <i>appal</i> + <i>l</i>	+ <i>ed</i>	<i>mallings</i>	= <i>mall</i>	+ <i>ing</i>

TABLE 11.45: (continued)

Word	= Free Stem	+ Suffix	Word	= Free Stem	+ Suffix
	<i>or appall</i>	+ <i>ed</i>			
<i>challenger</i>	= <i>challengé</i>	+ <i>er</i>	<i>galleries</i>	= <i>gallery</i>	+ <i>i + es</i>
<i>tallest</i>	= <i>tall</i>	+ <i>est</i>	<i>befallen</i>	= <i>befall</i>	+ <i>en</i>
<i>tallied</i>	= <i>tally + i</i>	+ <i>ed</i>	<i>fallacies</i>	= <i>fallacy + i</i>	+ <i>es</i>
<i>allergies</i>	= <i>allergy + i</i>	+ <i>es</i>	<i>hallowed</i>	= <i>hallowed</i>	+ <i>ed</i>
<i>overalls</i>	= <i>overall</i>	+ <i>s</i>	<i>valleys</i>	= <i>valley</i>	+ <i>s</i>
<i>alligators</i>	= <i>alligator</i>	+ <i>s</i>	<i>shallowness</i>	= <i>shallow</i>	+ <i>ness</i>
<i>balloting</i>	= <i>ballot</i>	+ <i>ing</i>	<i>smallest</i>	= <i>small</i>	+ <i>est</i>

3. Now look at the twenty-four free stems you just found in your analysis. Sort them into this matrix:

TABLE 11.46:

	Free stems with the <all>... at the end	not at the end
Free stems with [a] before <ll>		<i>stallion</i> <i>ally</i> <i>challenger</i> <i>tally</i> <i>allergy</i> <i>alligator</i> <i>ballot</i> <i>balladist</i> <i>callous</i> <i>gallery</i> <i>fallacy</i> <i>hallow</i> <i>valley</i> <i>shallow</i>
Free stems with [o] before <ll>	<i>stall</i> <i>hall</i> <i>appal(l)</i> <i>tall</i> <i>overall</i> <i>eyeball</i> <i>recall</i> <i>mall</i> <i>befall</i> <i>small</i>	

4. When the letters <ll> come at the end of a free stem, an < a > before them will spell < o > . When the <ll> comes at the front or in the middle of a free stem, an < a > before it will spell < a > .

Teaching Notes.

Item 3. It is important that the students notice such pairs as *stall* vs. *stallion*, with the [o] vs. [a] distinction. Other such pairs in the matrix are *hall*, *hallow*; *tall*, *tally*; *(re)call*, *callous*; *(be)fall*, *fallacy*.

Item 2. *Appa/has* two accepted spellings: *appal* and *appall*.

For more on the sounds of < a > before <ll>, see AES, pp. 442-43 (section 32.2.2.4).

CHAPTER **12** Teacher 06-Lesson 25-48

Chapter Outline

- 12.1 LESSON TWENTY-FIVE
 - 12.2 LESSON TWENTY-SIX
 - 12.3 LESSON TWENTY-SEVEN
 - 12.4 LESSON TWENTY-EIGHT
 - 12.5 LESSON TWENTY-NINE
 - 12.6 LESSON THIRTY
 - 12.7 LESSON THIRTY-ONE
 - 12.8 LESSON THIRTY-TWO
 - 12.9 LESSON THIRTY-THREE
 - 12.10 LESSON THIRTY-FOUR
 - 12.11 LESSON THIRTY-FIVE
 - 12.12 LESSON THIRTY-SIX
 - 12.13 LESSON THIRTY-SEVEN
 - 12.14 LESSON THIRTY-EIGHT
 - 12.15 LESSON THIRTY-NINE
 - 12.16 LESSON FORTY
 - 12.17 LESSON FORTY-ONE
 - 12.18 LESSON FORTY-TWO
 - 12.19 LESSON FORTY-THREE
 - 12.20 LESSON FORTY-FOUR
 - 12.21 LESSON FORTY-FIVE
 - 12.22 LESSON FORTY-SIX
 - 12.23 LESSON FORTY-SEVEN
 - 12.24 LESSON FORTY-EIGHT
-

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*, [bɒl]. 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? [o] What vowel sound does *shall* have? [a]

The word *wall* fits 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*? [a]. What vowel sound do you hear in front of the <ll> in these words? [o]

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	tolls	bollixed	colleges
[ɒ]	[ɒ]	[o]	[o]
trolleys	enrolled	knolly	scrolled
[o]	[ɒ]	[ɒ]	[ɒ]
polling	rollicking	collies	stroller
[ɒ]	[o]	[o]	[ɒ]
polliwogs	follies	dollars	colleagues'
[o]	[o]	[o]	[o]
following	jolliest	hollowed	collaring
[o]	[o]	[o]	[o]

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
<i>troller</i>	= <i>troll</i>	+ <i>er</i>	<i>bollixed</i>	= <i>bollix</i>	+ <i>ed</i>
<i>trolleys</i>	= <i>trolley</i>	+ <i>s</i>	<i>knolly</i>	= <i>knoll</i>	+ <i>y</i>
<i>polling</i>	= <i>poll</i>	+ <i>ing</i>	<i>collies</i>	= <i>collie</i>	+ <i>s</i>
<i>polliwogs</i>	= <i>polliwog</i>	+ <i>s</i>	<i>dollars</i>	= <i>dollar</i>	+ <i>s</i>
<i>following</i>	= <i>follow</i>	+ <i>ing</i>	<i>hollowed</i>	= <i>hollow</i>	+ <i>ed</i>
<i>tolls</i>	= <i>toll</i>	+ <i>s</i>	<i>colleges</i>	= <i>colleges</i>	+ <i>s</i>
<i>enrolled</i>	= <i>enroll</i>	+ <i>ed</i>	<i>scrolled</i>	= <i>scroll</i>	+ <i>ed</i>
<i>rollicking</i>	= <i>rollick</i>	+ <i>ing</i>	<i>stroller</i>	= <i>stroll</i>	+ <i>er</i>
<i>follies</i>	= <i>folly</i> + <i>i</i>	+ <i>es</i>	<i>colleagues'</i>	= <i>colleague</i>	+ <i>s'</i>

TABLE 12.1: (continued)

Word	= Free Stem	+ Suffix	Word	= Free Stem	+ Suffix
<i>jolliest</i>	= <i>jolly</i>	+ <i>est</i>	<i>collaring</i>	= <i>collar</i>	+ <i>ing</i>

3. When the <ll> is at the end of a free stem, does the <o> right in front of it spell a long sound or a short sound? *long*. When the <ll> is in the middle of a free stem, does the <o> right in front of it spell a long sound or a short sound? *short*

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 *frollic*.

Teaching Notes.

For more on the sounds of <o> before <ll>, see *AES*, pp. 101-02, 446.

Item 4. *Doll* is a holdout because the pattern would call for [ō] rather than [o], as in *poll* and *roll*.

Word Histories. The third rather odd word in this lesson is *bollix*, which unfortunately is a “testicles”

12.2 Lesson Twenty-six

Two Last Points About Spelling [ɪ]

1. There are two very similar short vowel sounds: the short < u >, [ʊ], as in *buck*, and the short < oo >, [u] 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 [ʊ]	fullest [ʊ]	bullet [ʊ]
dullness [u]	lullaby [u]	sullen [u]
seagull [u]	skullcap [u]	bully [u]
pulley [ʊ]	nullify [u]	gullible [u]

2. Sort the twelve words into these two groups:

TABLE 12.2: Words in which

[u]		[ʊ]
<i>dullness</i>	<i>sullen</i>	<i>bullfighter</i>
<i>seagull</i>	<i>gullible</i>	<i>pulley</i>
<i>lullaby</i>		<i>fullest</i>
<i>skullcap</i>		<i>bullet</i>
<i>nullify</i>		<i>bully</i>

Since the sounds [u] and [ʊ] 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 [ɪ]. They are < l > and < ll >. These two spellings are the ones you use almost 100% of the time!

4. There is only one other spelling of [ɪ] 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 *aille* meant “wing of a church building.” But people began to mix *aille* 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 *aille* became our word *aisle*.

5. Fill in the blanks: Except for the three words *isle*, *island*, and *aisle*, [l] is spelled either <l> or <ll>.



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.

- Write the word *sail* - *sail*
- Change the < a > to <e>and scramble the letters - *isle*
- Add <m>and scramble the letters - *slime,miles, limes,smile*
- change <m>to < a > and scramble the letters - *aisle*
- Add <d>and scramble the letters - *sailed, ladies*
- Change <e>to <n>and scramble the letters - *island*

Teaching Notes.

Item 4. The old Latin word *insula* has some other descendants in modern English -most notably *peninsula* and *insulate*. The *pen-* in *peninsula* means “almost.” A peninsula is almost an island. *Insulate* originally meant “to make into an island.” Later it came to mean “to isolate.” It might help the students to remember the < s > in *island* to have them associate it with *peninsula*, in which you can still hear the old < s >

12.3 Lesson Twenty-seven

Test Three

TABLE 12.3:

Words	Analysis
1. <i>respectfully</i>	[l] = <ll> due to <u>simple addition</u>
2. <i>dollars</i>	[l] = <ll> due to <u>VCC pattern</u>
3. <i>allies</i>	[l] = <ll> due to <u>assimilation</u>
4. <i>wrinkle</i>	[r] = <wr>; [l] = <l>
5. <i>ballads</i>	[l] = <ll> due to <u>VCC pattern</u>
6. <i>finally</i>	[l] = <ll> due to <u>simple addition</u>
7. <i>shallow</i>	[l] = <ll> due to <u>VCC pattern</u>
8. <i>colleague</i>	[l] = <ll> due to <u>assimilation</u>
9. <i>island</i>	[l] = <sl>
10. <i>lieutenant</i>	[l] = <l>

12.4 Lesson Twenty-eight

How Do You Spell Long <e>,

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:

TABLE 12.4: Words with

V.V			VCV	
<i>area</i>	<i>courteous</i>	<i>allegiance</i>	<i>legal</i>	<i>evening</i>
<i>create</i>	<i>reality</i>	<i>obedience</i>	<i>senior</i>	<i>precede</i>
<i>idea</i>		<i>complete</i>	<i>ingredient</i>	<i>encyclopedia</i>
<i>rearranged</i>		<i>concrete</i>	<i>hyena</i>	<i>interfere</i>
<i>rheostat</i>		<i>medium</i>	<i>intervene</i>	<i>supreme</i>
<i>theater</i>		<i>genius</i>	<i>vehicle</i>	<i>serene</i>
<i>realize</i>		<i>intermediate</i>	<i>region</i>	<i>evil</i>

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] as we have done with *maybe*, *vehicle*, *secret*, and *theater*. Watch for the patterns in *maybe* and *secret*:

maybe v	secret vcrv	anemone v	legal vcv
vehicle vcv	theater v.v	acne v	recipe v
courteous v.v	catastrophe v	simile v	egret vcrv
cathedral vcrv	she v	allegiance vcv	inebriated vcrv

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:

TABLE 12.5: Words with

VCrV

secret
cathedral
egret
inebriated

V#

maybe
catastrophe
anemone
simile
recipe

she
acne

The three words with [ē] spelled <e> in the VCV pattern:

legal

allegiance

vehicle

The two words with [ē] spelled <e> in the V.V pattern:

courteous

theater

Teaching Notes.

Item 1. Several words in this lesson contain a long <e> other than that spelled by the letter <e>. For instance, the < i > in *obedience* spells an unstressed [ē], as does that in *medium*, *intermediate*, *ingredient*, and *encyclopedia*. You may have to point out to the students that the instructions call only for [ē]'s that are spelled <e>.

Vehicle has two pronunciations, one with, one without [h]. In this lesson we assume the pronunciation with [h], thus the VCV pattern. In the pronunciation without [h] the pattern for the <e> would be V.V. Although in the analysis used in this textbook we try to avoid labeling any letter as silent, the <h> in the [h]-less pronunciation of *vehicle* would appear to be a silent letter.

Item 4. This is the first mention of the two minor patterns VCrV and V#. We have noticed parallels and similarities between [l] and [r], and the VCrV pattern is clearly parallel with the more common and important VCle 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 < e > 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	chocolate	ingredient	polliwog	encyclopedia

2. Sort the words into the following two groups. One word goes into both groups:

TABLE 12.6: Words with

< y >		< i >	
<i>ability</i>	<i>chocolate</i>	<i>curiosity</i>	<i>piano</i>
<i>curiosity</i>	<i>angry</i>	<i>magazine</i>	<i>ingredient</i>
<i>gloomy</i>	<i>dignity</i>	<i>jolliest</i>	<i>medium</i>
<i>variety</i>	<i>community</i>	<i>gasoline</i>	<i>period</i>
<i>fiery</i>	<i>library</i>	<i>enthusiasm</i>	<i>routine</i>
<i>reality</i>		<i>obedience</i>	<i>polliwog</i>
		<i>champion</i>	<i>glorious</i>
		<i>machine</i>	<i>police</i>
		<i>guardian</i>	<i>various</i>
		<i>obvious</i>	<i>encyclopedia</i>

3. Now sort the words with [ē] spelled < i > into the following two groups:

TABLE 12.7: Words with

V.V		VCV
<i>curiosity</i>	<i>piano</i>	<i>magazine</i>
<i>jolliest</i>	<i>ingredient</i>	<i>gasoline</i>
<i>enthusiasm</i>	<i>medium</i>	<i>machine</i>
<i>obedience</i>	<i>period</i>	<i>routine</i>
<i>champion</i>	<i>glorious</i>	<i>polliwog</i>

TABLE 12.7: (continued)

V.V

guardian
obviousvarious
encyclopedia

VCV

police

4. In what pattern does the <y>spelling of [ē] always occur? V#
5. Five words in the list in Item 1 that contain [ē] spelled <e>are . . .

obedience

reality

ingredient

medium

encyclopedia



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:

- Any shaded square must contain the same letter as the square directly above it.
- Any unshaded square must contain a different letter from the square directly above it.
- 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>, 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
H	I	T	S	B	O	I	L	C	A	R	T	2
H	A	V	E	G	O	L	D	C	E	L	L	3
L	O	V	E	G	O	O	D	H	E	L	P	4

Teaching Notes.

Item 1. The only common word that ends in the < i > spelling of [ē] is *taxi*, which was clipped from the longer original name, *taximeter cabriolet*, the *tax* meaning “tax, charge.” Some less common instances: *mi*, *ti*, *khaki*, *chilli*, *coati*, *mufti*, *ennui*, *martini*, *okapi*, *agouti*, *vermicelli* The foreign look to these words confirms the absence of word-final < i > in native English words.

Word Alchemy. There are any number of other possible solutions to these puzzles.

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:

ag <u>reem</u> ent	ref <u>er</u> ee	pi <u>oneer</u> s	col <u>leag</u> ue	sub <u>poen</u> a
se <u>ag</u> ulls	don <u>key</u>	lar <u>vae</u>	am <u>oebae</u>	pro <u>ceed</u>
alg <u>ae</u>	fore <u>see</u> able	le <u>ag</u> ue	thir <u>teen</u>	pul <u>ley</u>
peac <u>e</u> able	gre <u>asy</u>	le <u>ad</u> ing	trol <u>ley</u>	dise <u>as</u> e
commi <u>tee</u>	guar <u>antee</u>	em <u>ployee</u>	pe <u>ople</u>	breath <u>ed</u>

2. Now sort the words into the following groups.

TABLE 12.8: Words with

<ee>		<ea>		<ey>
<i>agreements</i>	<i>pioneers</i>	<i>seagulls</i>	<i>disease</i>	<i>donkey</i>
<i>committee</i>	<i>employee</i>	<i>leading</i>	<i>colleague</i>	<i>trolley</i>
<i>referee</i>	<i>thirteen</i>	<i>peaceable</i>	<i>greasy</i>	<i>pully</i>
<i>foreseeable</i>	<i>proceed</i>	<i>league</i>	<i>breathed</i>	
<i>guarantee</i>				

TABLE 12.9: Words with

<ae>		<oe>	<eo>
<i>algae</i>	<i>amoebae</i>	<i>amoebae</i>	<i>people</i>
<i>larvae</i>		<i>subpoena</i>	

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*.

Teaching Notes. Item 3. Some other high frequency words with [ē] spelled <ey>: *abbey, alley, attorney, barley, chimney, donkey, honey, jersey, journey, key, money, monkey, turkey, valley*.

12.7 Lesson Thirty-one

Long <e>and the <l>Before <E>Rule

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>? <ie>

According to the second half of the first line, which is usual, <cie>or <cei>? <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>? <ei>

Case 2. Otherwise it's <ie>.

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.

TABLE 12.10:

Words with [ē] spelled <ei>after <c>	Instances of the Rule Words with [ē] spelled <ie>elsewhere	Holdouts to the Rule
<i>receive</i>	<i>grief</i>	<i>seize</i>
<i>ceiling</i>	<i>relief</i>	<i>weird</i>
<i>conceive</i>	<i>hygiene</i>	<i>either</i>
<i>receipt</i>	<i>niece</i>	<i>protein</i>
<i>deceit</i>	<i>yielding</i>	<i>leisure</i>
<i>perceives</i>	<i>shriek</i>	<i>financier</i>
<i>deceiving</i>	<i>thief</i>	<i>weir</i>
	<i>calorie</i>	
	<i>believe</i>	
	<i>field</i>	
	<i>priest</i>	
	<i>prairie</i>	
	<i>movies</i>	
	<i>collie</i>	

TABLE 12.10: (continued)

Instances of the Rule	Holdouts to the Rule
<i>receiver</i> <i>conceit</i>	

5. The <ie>spelling of [ē] is quite common where certain stems and suffixes come together: If a stem that ends in <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 12.11:

Stem + Suffix	= Analysis	= Word
gallery + es	= <i>gallery</i> + <i>i</i> + <i>es</i>	= <i>galleries</i>
hurry + ed	= <i>hurry</i> + <i>i</i> + <i>ed</i>	= <i>hurried</i>
marry + ed	= <i>marry</i> + <i>i</i> + <i>ed</i>	= <i>married</i>
study + er	= <i>study</i> + <i>i</i> + <i>er</i>	= <i>studier</i>
vary + es	= <i>vary</i> + <i>i</i> + <i>es</i>	= <i>varies</i>
allergy + es	= <i>allergy</i> + <i>i</i> + <i>es</i>	= <i>allergies</i>
fallacy + es	= <i>fallacy</i> + <i>i</i> + <i>es</i>	= <i>fallacies</i>

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.

Teaching Notes. This and the next three lessons deal with the <i>-before-<e>rule. The students will add a detail or two to the old jingle, and although it may not rhyme so well when they are done, it will leak far fewer holdouts through.

12.8 Lesson Thirty-two

The <l>Before <E>Rule and Spelling

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 >:

<u>ne</u> ighbor	<u>ei</u> ght	<u>ve</u> il	<u>rei</u> ndeer
<u>ve</u> in	<u>he</u> ir	<u>fre</u> ight	<u>surve</u> illance
<u>rei</u> gn	<u>wei</u> gh	<u>the</u> ir	<u>slei</u> gh

2. Sort the words into these two groups:

TABLE 12.12: Words in which the <ei>. . .

comes before <gh>		does not come before <gh>	
<i>neighbor</i>	<i>sleigh</i>	<i>vein</i>	<i>veil</i>
<i>eight</i>		<i>reign</i>	<i>their</i>
<i>weigh</i>		<i>heir</i>	<i>reindeer</i>
<i>freight</i>			<i>surveillance</i>

3. We can make the l-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 >:

<u>ei</u> derdown	<u>hei</u> ght	<u>fei</u> sty	<u>polterge</u> ist
kale <u>ei</u> doscope	<u>un</u> tie	<u>sei</u> smic	<u>ei</u> ther
mag <u>pie</u>	<u>nei</u> ther	<u>slei</u> ght	<u>unde</u> rlie

4. Sort the words into these two groups:

TABLE 12.13: Words in which the

at the beginning of the word	in the middle of the word		at the end of the word
<i>neiderdown</i>	<i>kaleidoscope</i>	<i>seismic</i>	<i>magpie</i>
<i>either</i>	<i>height</i>	<i>sleight</i>	<i>untie</i>
	<i>neither</i>	<i>poltergeist</i>	<i>underlie</i>
	<i>feisty</i>		

5. Among these words, is [i] at the end of the word spelled <ei>or <ie>? <ie>

At the beginning or in the middle of words [i] is spelled <ei>.

6. In the previous lesson you saw that the <ie>spelling of long <e>sometimes 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 [i] spelled <ie>. Combine the following stems and suffixes and underline the letters that spell [i]:

TABLE 12.14:

Free Stem + Suffix	= Analysis	= Word
sky + es	= <i>sky + i + es</i>	= <i>skies</i>
ally + es	= <i>ally + i + es</i>	= <i>allies</i>
dignify + ed	= <i>dignify + i + ed</i>	= <i>dignified</i>
satisfy + ed	= <i>satisfy + i + ed</i>	= <i>satisfied</i>
modify + es	= <i>modify + i + es</i>	= <i>modifies</i>
terrify + ed	= <i>terrify + i + ed</i>	= <i>terrified</i>
multiply + ed	= <i>multiply + i + ed</i>	= <i>multiplied</i>
testify + es	= <i>testify + i + es</i>	= <i>testifies</i>
qualify + ed	= <i>qualify + i + ed</i>	= <i>qualified</i>
dry + es	= <i>dry + i + es</i>	= <i>dries</i>

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 l-Before-E Rule can tell us the following things:

- When we're spelling long <e>, it's <i> before <e>except after <c>.
- When we're spelling long <a>, it's <e>before <i> .
- When we're spelling long <i>, it's <i> before <e>at the end of free stems, but it's <e>before <i> everywhere else.

Teaching Notes.

Item 1. *Heir* and *their* illustrate again the effect of [r] on a preceding vowel sound. Probably the students in your class will pronounce these words with a range from [e] to [ā]. But we will still treat their vowels as long <a>'s and blame the variation in pronunciation on the effects of the following [r].

The instructions to the students not to underline <gh>in these words is due to our earlier decision to treat the <gh>in words like *weigh* as diacritic markers rather than as part of the spelling of the vowel. For more on <gh>, see the teaching notes to Book 5, Lesson 8.

Item 7. This summary of the l-Before-E Rule simply adds to the second line of the original jingle:

It's <i> before <e>except after <c>,

Or when spelling [ā], as in *neighbor* or *weigh*,

Or when spelling an [i] that is not an the word

12.9 Lesson Thirty-three

Review of the <l>-Before-<e>Rule

1. All of the following words contain <ie>or <ei>spelling either [ā], [ē], or [î]. 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

TABLE 12.15:

Words with [ā]	Words with the spelling. . .	<ie>
	<ei>	
	<i>eight</i>	
	<i>freight</i>	
	<i>heir</i>	
	<i>neighbor</i>	
	<i>reign</i>	
	<i>reindeer</i>	
	<i>sleigh</i>	
	<i>surveillance</i>	
	<i>their</i>	
	<i>veil</i>	
	<i>vein</i>	
	<i>weigh</i>	
	<i>weight</i>	

TABLE 12.15: (continued)

	Words with the spelling . . .	
Words with [ē]	<i>ceiling</i>	<i>allegies</i>
	<i>conceit</i>	<i>believe</i>
	<i>conceive</i>	<i>calorie</i>
	<i>deceit</i>	<i>collie</i>
	<i>deceiving</i>	<i>fallacies</i>
	<i>either</i>	<i>field</i>
	<i>leisure</i>	<i>financier</i>
	<i>neither</i>	<i>galleries</i>
	<i>perceives</i>	<i>grief</i>
	<i>protein</i>	<i>hurried</i>
	<i>receipt</i>	<i>hygiene</i>
	<i>receiver</i>	<i>married</i>
	<i>seize</i>	<i>movies</i>
	<i>weird</i>	<i>niece</i>
		<i>prairie</i>
	<i>priest</i>	
	<i>relief</i>	
	<i>shriek</i>	
	<i>studied</i>	
	<i>thief</i>	
	<i>varies</i>	
	<i>yielding</i>	
Words with [ī]	<i>eiderdown</i>	<i>allies</i>
	<i>feisty</i>	<i>dignified</i>
	<i>height</i>	<i>dried</i>
	<i>kaleidoscope</i>	<i>magpie</i>
	<i>poltergeist</i>	<i>qualified</i>
	<i>seismic</i>	<i>skies</i>
	<i>sleight</i>	<i>underlie</i>
		<i>untie</i>

Teaching Notes.

Item 1. We have put *either* and *neither* into the group with <ei>spelling [ē]. Each word also has a variant pronunciation with [ī], which would put it in the group with <ei>spelling [ī]. For the record, *leisure* also has two pronunciations: one with [ē], which we assume here, and one with [e], short <e>.

12.10 Lesson Thirty-four

Instances and Holdouts to the <l>-Before-<E>Rule

1. Our <l>-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 matrix, mark it off of 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

TABLE 12.16:**Case 1:** [ē] = <ei>not after <c>**Instances of the Rule**

ceiling
conceit
conceive
deceit
deceiving
perceives
receipt

Case 2: [ē] = <ie>not after <c>

receiver
allergies
believe
calorie
collie
fallacies
field
galleries
grief
hurried
hygiene
married
movies
niece
prairie
priest
relief
shriek
studied
thief
varies

Case 3: [ā] = <ei>

yielding
eight
freight
heir
neighbor
reign
reindeer
sleigh
surveillance
their
veil
vein
weigh
weight

TABLE 12.16: (continued)

	Instances of the Rule
Case 4: [i] at the end of free stems = <ie>	<i>allies</i> <i>dignified</i> <i>dried</i> <i>magpie</i> <i>qualified</i> <i>skies</i> <i>underlie</i> <i>untie</i>
Case 5: [i] at the beginning or in the middle of stems = <ei>	<i>eiderdown</i> <i>feisty</i> <i>height</i> <i>kaleidoscope</i> <i>poltergeist</i> <i>seismic</i> <i>sleigh</i>

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

either

neither

Four of the other, true holdouts have [ē] spelled by an <ei> that does not come after <c>. These four holdouts are:

leisure

protein

seize

weird

The last of the seven true holdouts has [ē] spelled <ie> after <c>. It is

financier

Teaching Notes.

Item 3. These five words (*leisure*, *protein*, *seize*, *weird*, *financier*) are hardcore holdouts to the <l>-Before-<E>Rule. There are seven others: *fiery*, *foreign*, *counterfeit*, *sovereign*, *heifer*, *weir*, *hierarchy*. Only a dozen holdouts to a rule that covers as many instances as this one does is not too bad. One way to help students remember this list of holdouts is to ask each of them to think up a little scene, the whackier the better, such that a sentence that describes that scene would include all of the holdout words. The following scene and sentence include all twelve, but you may choose to have the students deal with fewer than that:

Scene: A strange looking man with flashing eyes and a tall silk hat is grabbing a young cow alongside a small dam in a small creek while the king and his court sit idly by.

Sentence: The **weird foreign financier** with **fiery** eyes and no taste for **counterfeit protein seized** the **sovereign's heifer** beside the **weir** as the **hierarchy** took their **leisure**.

The scene helps remember the sentence, and the sentence helps remember the hardcore holdouts. It is important that each student composes a scene and sentence on his or her own. It can also be useful to have them draw a picture

of their scene. The more different kinds of mental processing they can do of the list, the more likely they are to remember it.

Counterfeit analyzes to *counter+feit*, two other words with that same base are *forfeit* and *surfeit*. In *hierarchy* the first element is the bound base *hier*, which shows up in a number of words, *hierocracy* *hieroglyphic*, and *hierophant*. In the scene and sentence above the bases *feit* and *hier* are represented by *counterfeit* and *hierarchy*.

12.11 Lesson Thirty-five

Test Four

TABLE 12.17:

Words	Analysis
1. <i>dried</i>	[i] = <ie> Free stem + suffix = <i>dry</i> + <i>i</i> + <i>ed</i>
2. <i>ceiling</i>	[ē] = <ei> Instance or holdout to < i > before <e>rule? <u>Instance</u>
3. <i>believe</i>	[ē] = ___ <ie> ___ Instance or holdout to < i > before <e>rule? <u>Instance</u>
4. <i>seize</i>	[ē] = <ei> Instance or holdout to < i > before <e>rule? <u>Holdout</u>
5. <i>protein</i>	[ē] = <ei> Instance or holdout to < i > before <e>rule? <u>Holdout</u>
6. <i>allergies</i>	[ē] = <ie> Instance or holdout to < i > before <e>rule? <u>Instance</u>
7. <i>reindeer</i>	[ā] = <ei> Instance or holdout to < i > before <e>rule? <u>Instance</u>
8. <i>calories</i>	[ē] = <ie> Instance or holdout to < i > before <e>rule? <u>Instance</u>
9. <i>height</i>	[i] = <ei> Instance or holdout to < i > before <e>rule? <u>Instance</u>
10. <i>receipt</i>	[ē] = <ei> Instance or holdout to < i > before <e>rule? <u>Instance</u>

Teaching Notes. A good follow-up exercise would be to ask the students which of the five cases listed at the beginning of Lesson 34 apply to each of the instances in the test. Then why do we call *seize* and *protein* holdouts?

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 = dif + 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 = dif + 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 12.18:

Word	= Prefix	+ Stem
digestion	= <i>dif</i>	+ <i>gestion</i>
director	= <i>dif</i>	+ <i>rector</i>
disrupting	= <i>dis</i>	+ <i>rupting</i>
dimension	= <i>dif</i>	+ <i>mension</i>
disclosing	= <i>dis</i>	+ <i>closing</i>
dismounted	= <i>dis</i>	+ <i>mounted</i>
diseases	= <i>dis</i>	+ <i>eases</i>
division	= <i>dif</i>	+ <i>vision</i>
directions	= <i>dif</i>	+ <i>rections</i>
dividing	= <i>dif</i>	+ <i>viding</i>

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 12.19:

Word	= Prefix	+ Stem	Related Words
districts	= <i>dif</i>	+ <i>stricts</i>	restrict, constrictor, strictly
distant	= <i>dif</i>	+ <i>stant</i>	constant, instant, substantial
distracted	= <i>dis</i>	+ <i>traded</i>	attraction, subtract, tractor
distresses	= <i>dif</i>	+ <i>stresses</i>	unstressful, overstressed, stressing

What are the four bases with which you just worked?

*strict**stant**tract**stress*

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 12.20:

Elements	= Word	Any assimilation?
com + tract + or + s	= <i>contractors</i>	<i>Yes</i>
un + ad + tract + ive + ly	= <i>unattractively</i>	<i>Yes</i>
un + dis + rect + ed	= <i>undirected</i>	<i>Yes</i>
dis + in + fect + ant	= <i>disinfectant</i>	<i>No</i>
dis + re + spect + ful + ly	= <i>disrespectfully</i>	<i>No</i>
in + dis + gest + ible	= <i>indigestible</i>	<i>Yes</i>
abs + tract + ly	= <i>abstractly</i>	<i>No</i>
dis + tract + ions	= <i>distractions</i>	<i>No</i>
un + re + strict + ed	= <i>unrestricted</i>	<i>No</i>
in + sub + stant + ial	= <i>insubstantial</i>	<i>No</i>
dis + vise + ible	= <i>divisible</i>	<i>Yes</i>
dis + close + ing	= <i>disclosing</i>	<i>No</i>

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 12.21:

Word	= Prefix	+ Stem
sympathy	= <i>synt</i> + <i>m</i>	+ pathy
sympathetic	= <i>synt</i> + <i>m</i>	+ pathetic
symbol	= <i>synt</i> + <i>m</i>	+ bol
syllable	= <i>synt</i> + <i>l</i>	+ lable
symptom	= <i>synt</i> + <i>m</i>	+ ptom
system	= <i>synt</i>	+ stem
symmetry	= <i>synt</i> + <i>m</i>	+ metry
symphony	= <i>synt</i> + <i>m</i>	+ phony
synagogue	= <i>syn</i>	+ agogue
synchronize	= <i>syn</i>	+ chronize
syndicated	= <i>syn</i>	+ dicated
synonym	= <i>syn</i>	+ onym
synopsis	= <i>syn</i>	+ opsis
synthesis	= <i>syn</i>	+ thesis
synthetic	= <i>syn</i>	+ thetic
zygy	= <i>synt</i>	+ 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 $\langle b \rangle$, $\langle m \rangle$, and $\langle p \rangle$. It assimilates partially by changing to *sy-* before stems that start with the letters $\langle s \rangle$ and $\langle z \rangle$. It assimilates fully before stems that start with the letter $\langle l \rangle$. 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 12.22:

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 12.22: (continued)

Word	Stem and Its Meaning
synchronize	chronize “time”
synopsis	opsis “appearance”
synonym	onym “name”
synthesis	thesis “put, place”
syzygy	zygy “yoke, connect”

Teaching Notes.

Items 1 and 2. *Symphony* may raise questions since though it starts with < p > , the < p > is part of the digraph <ph>spelling [f] rather than [p]. This assimilation is similar to the lack of assimilation of *com-* in words like *comfort*, in which the stem also begins with [f]. The letters < b > , < m > , and < p > normally spell [b], [m], and [p], all bilabial sounds pronounced by bringing the two lips together. The sound [f] is pronounced by bringing the lower teeth together with the upper lip. Thus the place of articulation for the [f]’s in *comfort* and *symphony* are close enough to the place of articulation for the bilabial sounds [b], [m], and [p], to forestall assimilation in *comfort* but allow it in *symphony*. For more on *comfort* , see the teaching notes for Item 1 in Book 5, Lesson 5. For more on assimilation in *syn-*, see *AES*, pp. 107-98.

Syzygy is not a word that one encounters very often, though it has one sense that refers to the alignment of celestial bodies and would be common to someone interested in astronomy. It’s also the only word I know of with three <y>vowels.

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 12.23:

Word	= Prefix	+ Bound Base	+ Suffix
referent	= <i>re</i>	+ <i>fer</i>	+ <i>ent</i>
conferred	= <i>com</i> + <i>n</i>	+ <i>fer</i> + <i>r</i>	+ <i>ed</i>
transferring	= <i>trans</i>	+ <i>fer</i> + <i>r</i>	+ <i>ing</i>
preference	= <i>pre</i>	+ <i>fer</i>	+ <i>ence</i>
affection	= <i>ad</i> + <i>f</i>	+ <i>fect</i>	+ <i>ion</i>
confection	= <i>com</i> + <i>n</i>	+ <i>fect</i>	+ <i>ion</i>
defective	= <i>de</i>	+ <i>fect</i>	+ <i>ive</i>
infected	= <i>in</i>	+ <i>fect</i>	+ <i>ed</i>
perfectly	= <i>per</i>	+ <i>fect</i>	+ <i>ly</i>
concepts	= <i>com</i> + <i>n</i>	+ <i>cept</i>	+ <i>s</i>
acceptance	= <i>ad</i> + <i>c</i>	+ <i>cept</i>	+ <i>ance</i>
deceptive	= <i>de</i>	+ <i>cept</i>	+ <i>ive</i>
excepting	= <i>ex</i>	+ <i>cept</i>	+ <i>ing</i>
inception	= <i>in</i>	+ <i>cept</i>	+ <i>ed</i>
intercepted	= <i>inter</i>	+ <i>cept</i>	+ <i>ed</i>
perceptive	= <i>per</i>	+ <i>cept</i>	+ <i>ive</i>
reception	= <i>re</i>	+ <i>cept</i>	+ <i>ion</i>

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:

TABLE 12.24:

Word	Formula	Analysis
disinfectants	P + P + BB + S + S	<i>dis</i> + <i>in</i> + <i>fect</i> + <i>ant</i> + <i>s</i>
circumspectly	P + BB + S	<i>circum</i> + <i>spect</i> + <i>ly</i>
receptacles	P + BB + S + S	<i>re</i> + <i>cept</i> + <i>acle</i> + <i>s</i>
susceptible	P + BB + S	<i>sub</i> + <i>s</i> + <i>cept</i> + <i>ible</i>
unsuspectingly	P + P + BB + S + S	<i>un</i> + <i>sub</i> + <i>s</i> + <i>spect</i> + <i>ing</i> + <i>ly</i>
disrespectfully	P + P + BB + S + S	<i>dis</i> + <i>re</i> + <i>spect</i> + <i>ful</i> + <i>ly</i>
spectacularly	BB + S + S	<i>spect</i> + <i>acular</i> + <i>ly</i>
unaffectionate	P + P + BB + S + S	<i>un</i> + <i>ab</i> + <i>f</i> + <i>fect</i> + <i>ion</i> + <i>ate</i>
decongestant	P + P + BB + S	<i>de</i> + <i>com</i> + <i>n</i> + <i>gest</i> + <i>ant</i>
gestures	BB + S + S	<i>gest</i> + <i>ure</i> + <i>s</i>

TABLE 12.24: (continued)

Word	Formula	Analysis
indigestible	P + P + BB + S	<i>in + diſ + gest + ible</i>
preconceptions	P + P + BB + S + S	<i>pre + coſ + n + cept + ion + s</i>
imperfectly	P + P + BB + S	<i>iſ + m + per + fect + ly</i>
spectacles	BB + S + S	<i>spect + acle + s</i>
synonymous	P + BB + S	<i>syn + onym + ous</i>

3. Try some the other way around. Combine the elements into words. Watch for assimilations:

TABLE 12.25:

Elements	= Word
<i>in + ex + f + fect + ive + ly</i>	= <i>ineffectively</i>
<i>re + spect + abil + ity</i>	= <i>respectability</i>
<i>iſ + m + per + cept + ible</i>	= <i>imperceptible</i>
<i>coſ + n + gest + ed</i>	= <i>congested</i>
<i>pro + spect + ing</i>	= <i>prospecting</i>
<i>re + in + fect + ed</i>	= <i>reinfected</i>
<i>re + cept + ion + ist + s</i>	= <i>receptionists</i>
<i>un + ac + cept + able</i>	= <i>unacceptable</i>
<i>syſ + tem + atic</i>	= <i>systematic</i>

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*.

Teaching Notes.

Word Histories. The stem *jējūnāre* in the Latin *disjējāre* meant “to fast, to be empty.” It also is the source of our word *jejune* “dull, insipid, empty.”

12.15 Lesson Thirty-nine

How Do You Spell [g]?

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

recogn <u>iz</u> e	disagre <u>em</u> ent	g <u>rad</u> uate	ag <u>ric</u> ulturalist
resignat <u>io</u> n	angl <u>e</u> d	polliwog <u>g</u>	delegat <u>e</u>
polterge <u>is</u> t	gasol <u>in</u> e	magaz <u>in</u> e	glor <u>io</u> s
gl <u>oo</u> miest	designat <u>e</u>	regul <u>ar</u> ly	debu <u>g</u>
gl <u>ue</u> y	arg <u>u</u> ed	ingr <u>ed</u> ient	grocer <u>ie</u> s
sugg <u>es</u> tion	angr <u>il</u> y	alligat <u>or</u>	greas <u>y</u>

2. Sort the words into these three groups:

TABLE 12.26: Words with [g] . . .

at the front

gloomiest
gluey
gasoline
graduate
glorious
groceries
greasy

in the middle

recognize
resignation
poltergeist
suggestion
disagreement
angled
designate
argued

at the end

polliwog
debug

3. How is [g] spelled in all of these words? <g> The sound [g] is spelled that way about nine times out of ten.

4. Usually the sound [g] is spelled <g>. When <g>spells [g], is it called hard <g>

Teaching Notes.

Item 1. A sharp-eyed student may notice that the <g>in *poltergeist* has an <e>after it and still spells [g] rather than [j]. *Poltergeist* is a German word that has retained its German spelling, and in German the hard-soft <g>distinction does not work the way it does in English. *Poltergeist* analyzes to (polter + geist) “noisy or rattly ghost.” Be sure the students see that in *suggest* the [g] is spelled by just the first <g>, the second <g>spelling [j] because of the following <e>. Similarly, be sure they see that in *angled* the <n>is spelling [ŋ] and the <g>is spelling [g]. The two spellings of [ŋ], <ng>and <n>,are examined in Lesson 2 of Book 2. See also *AES*, pp. 435-38.

TABLE 12.29:

VCle Pattern with a Long Vowel	VCCle Pattern with a Short Vowel
gable	gabble
rifle	riffle
ruble	rubble
cradle	straddle
idle	riddle

4. There are some [g] words with the V*Cle* and V*CCle* patterns. Mark the V*Cle* and V*CCle* patterns in the following words:

jiggle <i>vccl</i> e	bugle <i>vccl</i> e	jungle <i>vccl</i> e	bedraggled <i>vccl</i> e
joggle <i>vccl</i> e	smuggle <i>vccl</i> e	angle <i>vccl</i> e	single <i>vccl</i> e
struggle <i>vccl</i> e	wriggle <i>vccl</i> e	ogle <i>vccl</i> e	boondoggle <i>vccl</i> e

5. Now sort the words into this matrix:

TABLE 12.30: Words with [g] spelled . . .

Words with a short vowel sound before the [g]	<g>	<gg>
	<i>jungle</i>	<i>jiggle</i>
	<i>angle</i>	<i>joggle</i>
Words with a long vowel sound before the [g]	<i>single</i>	<i>struggle</i>
		<i>smuggle</i>
		<i>wriggle</i>
		<i>bedraggled</i>
		<i>boondoggle</i>
	<i>bugle</i>	
	<i>ogle</i>	

5. In words with a [g] followed by <le>, the [g] will be spelled <gg> 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 <g>.

Teaching Notes.

Item 1. The only known instances of <gg> due to simple addition are *doggerel* and *doggone*, which is probably a euphemism for *Goddamned*. Compare it with *dadgum*, *dadblamed*, *gosh darned*.

12.17 Lesson Forty-one

Something About <gu>and <gh>

- Usually when a <g>is followed by the letters <e>, <i> , or <y>, it is pronounced [j] and is called *soft<g>*.
- 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:

gl <u>u</u> ey	colle <u>g</u> ue	dis <u>g</u> uise	g <u>u</u> ys	ag <u>h</u> ast
gh <u>u</u> stly	gh <u>o</u> ulish	gh <u>e</u> tto	gh <u>o</u> sts	spag <u>h</u> etti
plag <u>u</u> e	ag <u>ri</u> culture	ag <u>re</u> ements	gu <u>l</u> ty	ding <u>h</u> y
bag <u>g</u> age	lugg <u>g</u> e	to <u>g</u> gan	ag <u>g</u> ressive	ing <u>g</u> redient
leag <u>u</u> e	sugg <u>g</u> estion	ang <u>g</u> les	bedrag <u>g</u> led	boondog <u>g</u> le

- Now sort the words into these groups:

TABLE 12.31: Words in which [g] is spelled . . .

<g>with an insulating < u >	<g>	<gh>	<gg>
<i>plague</i>	<i>league</i>	<i>ghastly</i>	<i>baggage</i>
<i>colleague</i>	<i>gluey</i>	<i>ghoulish</i>	<i>luggage</i>
<i>disguise</i>	<i>agriculture</i>	<i>ghetto</i>	<i>bedraggled</i>
<i>guys</i>	<i>suggestion</i>	<i>ghosts</i>	<i>toboggan</i>
<i>guilty</i>	<i>agreements</i>	<i>spaghetti</i>	<i>aggressive</i>
	<i>angles</i>	<i>aghost</i>	<i>boondoggled</i>
	<i>ingredient</i>	<i>dinghy</i>	

- 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.

Teaching Notes.

Items 2-3. For more on the story of <gh>, see Book 5, Lesson 8.

Item 5. *Guard* and *guarantee* come from French, but the French had borrowed them not from Latin but from Frankish, a Germanic language of central Europe. The initial sound in the Frankish words was [w], and the French spelled them <gu>, probably pronounced [gw]. In time the [w] dropped out, but the < u > stayed. *Guard* has a close relative in *ward*, which keeps the original Frankish [w]. The same relationship holds between *guarantee* (*orguaranty*) and *warranty*. Since the < u > originally spelled [w], it was functioning as a consonant, so in *guard*, *guarantee* and the few other <gua> words we will treat the < u > as part of the spelling of the consonant [g]: [g] = <gu>.

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 [g]	roughen [f]	ghoulish [g]	eighth [∅]	overweight [∅]
freight [∅]	coughed [f]	neighbor [∅]	tightest [∅]	delightful [∅]	ghetto [g]
toughness [f]	enough [f]	although [∅]	laughter [f]	knight [∅]	height [∅]

2. Sort the words into this matrix:

TABLE 12.32: Words in which <gh> spells . . .

[g]	[f]	[∅]
Words in which <gh> is at the front of the element	<i>ghastly</i> <i>ghosts</i> <i>ghoulish</i> <i>ghetto</i>	
Words in which <gh> is at the end of the element with a short vowel in front of it		<i>coughed</i> <i>toughness</i> <i>roughen</i> <i>enough</i> <i>laughter</i>
Words in which <gh> is either in the middle of the element or has a long vowel in front of it		<i>freight</i> <i>neighbor</i> <i>tightest</i> <i>although</i> <i>eighth</i> <i>delightful</i> <i>knight</i> <i>overweight</i> <i>height</i>

3. When <gh>comes at the beginning of an element, how is it pronounced? [g] . When <gh>spells the sound [f], is it at the front, middle, or end of the element it is in? end. When <gh>spells the sound [f], does it have a short vowel in front of it, or a long vowel? short If there is a long vowel sound right in front of <gh>, is it pronounced or not pronounced? 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:

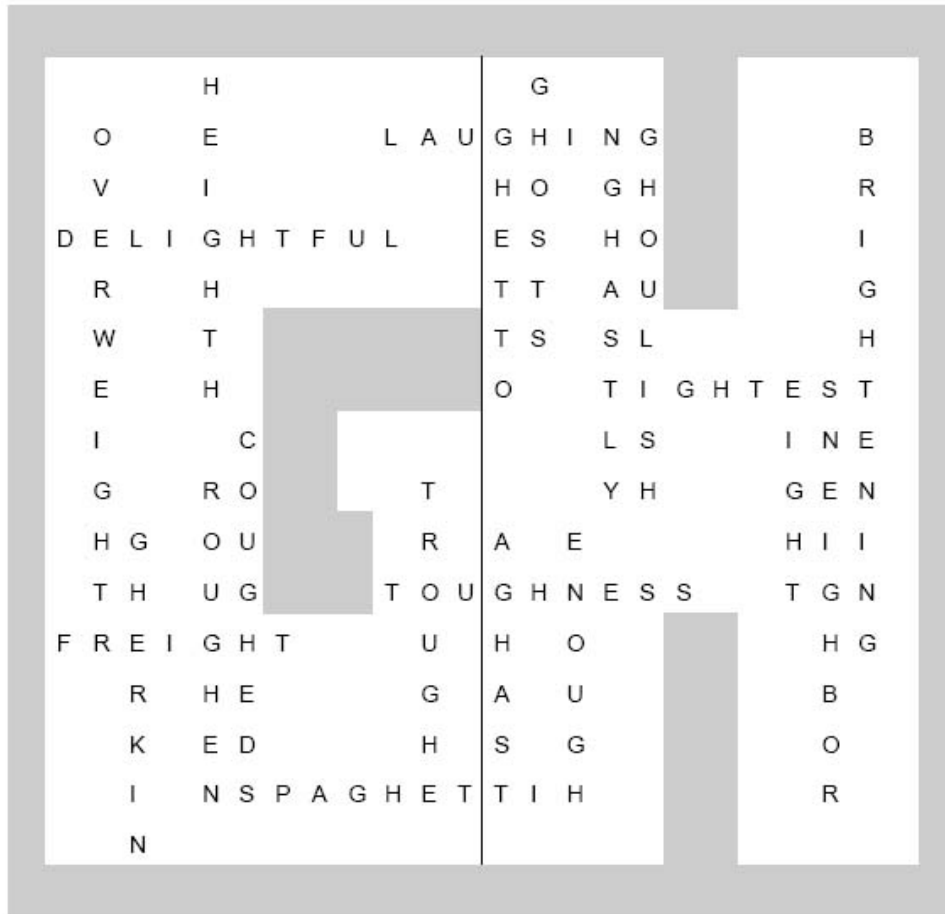


TABLE 12.33: Words in which <gh>spells . . .

[g]
spaghetti
gherkin
ghetto
aghast

[g]
ghosts
ghastly
ghoulish

[ø]
delightful
tightest
freight
overweight
heighth

[ø]
eight
neighbor
brightening
right

[f]
laughing
toughness
roughen
coughed
trough
rough
enough

Teaching Notes.

Item 1. The history behind <gh>is summarized in the teaching notes to Book 5, Lesson 8.

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 12.34:

Word	= Formula	= Analysis
exercised	= Prefix + stem	= <i>ex + ercised</i>
inexactly	= Prefix + prefix + base + suffix	= <i>in + ex + act + ly</i>
explosion	= Prefix + stem	= <i>ex + plosion</i>
extensive	= Prefix + stem	= <i>ex + tensive</i>
exhaustive	= Prefix + base + suffix	= <i>ex + haust + ive</i>
exhibit	= Prefix + stem	= <i>ex + hibit</i>
examined	= Prefix + stem	= <i>ex + amined</i>
exposure	= Prefix + base + suffix	= <i>ex + posu + ure</i>
exclude	= Prefix + stem	= <i>ex + clude</i>
extended	= Prefix + base + suffix	= <i>ex + tend + ed</i>
executive	= Prefix + stem	= <i>ex + ecutive</i>
exorbitant	= Prefix + stem	= <i>ex + orbitant</i>
exclusive	= Prefix + stem	= <i>ex + clusive</i>

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>.

Teaching Notes.

The combination [gz] is voiced; its counterpart, [ks], is voiceless. Normally, [gz] occurs when the <x> is preceded by a weakly stressed vowel and followed by a voiced sound. When the <x> is followed by a voiceless sound, like [t] or [p] in *extend* or *expand*, we normally get the voiceless combination [ks]. But usage varies (and not all dictionaries agree). For instance, *execute* seems usually to have [ks], but *executive* seems usually to have [gz]. If disagreements or questions or doubts should arise in class about some of the [gz] combinations claimed in this lesson, it would probably be best to say that the pattern is not completely fixed and that there is room for honest disagreement and that the answer book is not always the last word. For more on the <x> spelling of [gz], see *AES*, pp. 351-52. For more on [ks] and its spellings, see pp. 370-71.

Item 2. The extra <g>in *egg* is almost surely due to the Short Word Rule, which restricts words of one or two letters to the function words like *an*, *in*, *he*, *or*, *etc.* For more on the Short Word Rule, see *AES*, pp. 87-89.

12.20 Lesson Forty-four

Test Five

TABLE 12.35:

Words

1. *disinfectant*
2. *suggest*
3. *sympathy*
4. *indigestion*
5. *toboggan*
6. *syllable*
7. *spaghetti*
8. *synonym*
9. *disguise*
10. *guarantee*

Analysis

Prefix + prefix + bound base + suffix = dis + in + fect + ant
 [g] = <g> Prefix + bound base = sub + p + gest
 Prefix + stem = syn + m + pathy
 Prefix + prefix + bound base + suffix = in + di + gest + ion
 [g] = <gg> in the pattern VCC
 Prefix + stem = syn + l + lable
 [g] = <gh>
 Prefix + stem = syn + onym
 Prefix + free base = dis + guise
 [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:

TABLE 12.36: Words with the long vowel sound ...

[ā]	[ē]		[ī]	
graduate	movies	period	aisle	multiply
highway	breathe	pioneer	buyer	bible
theater	champion	poetry	climb	pioneer
	glorious	recipe	bayou	divided
	courteous	routine	delight	remind
	evening	exclusively	motorcycle	rhyme
	guarantee	enthusiasm	hyena	typewriter
	freeway	theater	identify	variety
	hyena	variety	island	violence
	magazine	vehicle		
	nuclear	piano		
	obedience			

TABLE 12.37:

[ō]		[ū]or [yū]	
<i>stroller</i>	<i>ghetto</i>	<i>movies</i>	<i>nuclear</i>
<i>ghost</i>	<i>poetry</i>	<i>rescue</i>	<i>including</i>
<i>although</i>	<i>tomorrow</i>	<i>boondogger</i>	<i>routine</i>
<i>approach</i>	<i>piano</i>	<i>bayou</i>	<i>shoe</i>
<i>glorious</i>	<i>stroller</i>	<i>graduate</i>	<i>ghouls</i>
<i>enrolled</i>		<i>gloomy</i>	<i>smooth</i>
<i>golden</i>		<i>truest</i>	<i>exclusively</i>
<i>motorcycle</i>		<i>jewel</i>	<i>statue</i>
<i>shallow</i>		<i>knew</i>	<i>enthusiasm</i>

3. Sort the words with digraph spellings into the following groups:

TABLE 12.38: Words with digraph spellings of the vowel sounds ...

[ā]	[ē]	[ī]
<i>freeway</i>	<i>movies</i>	<i>aisle</i>
	<i>breathe</i>	<i>buyer</i>
	<i>guarantee</i>	<i>bayou</i>
	<i>pioneer</i>	
	<i>freeway</i>	

TABLE 12.39:

[ō]	[ū]or [yū]	
<i>although</i>	<i>boondogger</i>	<i>routine</i>
<i>approach</i>	<i>bayou</i>	<i>ghouls</i>
<i>shallow</i>	<i>gloomy</i>	<i>smooth</i>
<i>tomorrow</i>	<i>jewel</i>	
	<i>knew</i>	

4. Sort the words that do not have digraph spellings into the following groups. Some words go into more than one group:

TABLE 12.40: Words with long vowels in the patterns ...

VCV		V.V	
<i>movies</i>	<i>divided</i>	<i>champion</i>	<i>poetry</i>
<i>lorious</i>	<i>rhyme</i>	<i>glorious</i>	<i>enthusiasm</i>
<i>evening</i>	<i>routine</i>	<i>courteous</i>	<i>theater</i>
<i>graduate</i>	<i>exclusively</i>	<i>graduate</i>	<i>variety</i>
<i>motorcycle (x2)</i>	<i>enthusiasm</i>	<i>hyena</i>	<i>violence</i>
<i>hyena</i>	<i>theater</i>	<i>truest</i>	<i>piano</i>
<i>identify</i>	<i>typewriter (x2)</i>	<i>nuclear</i>	
<i>magazine</i>	<i>vehicle</i>	<i>obedience</i>	
<i>obedience</i>	<i>community</i>	<i>period</i>	
<i>including</i>		<i>pioneer</i>	

TABLE 12.41:

V# or Ve#		VCC	
<i>rescue</i>	<i>recipe</i>	<i>stroller</i>	<i>island</i>
<i>guarantee</i>	<i>shoe</i>	<i>ghost</i>	<i>bible</i>
<i>identify</i>	<i>statue</i>	<i>climb</i>	<i>nuclear</i>
<i>multiply</i>	<i>variety</i>	<i>delight</i>	<i>remind</i>
<i>ghetto</i>	<i>piano</i>	<i>enrolled</i>	
<i>poetry</i>		<i>golden</i>	

Teaching Notes.

Item 2. We are assuming the verb *graduate* with [ā], not the adjective-noun with [i].

Item 3. One could argue plausibly that the <ee> in *guarantee* is not a digraph but rather a case of <e> followed by a silent final <e>, thus putting it into the Ve # group.

Item 4. *Bible* and *nuclear* can both be treated as instances of the VC*le* pattern, a regular subpattern that leads to long vowels in what look to be VCC patterns.

12.22 Lesson Forty-six

Review of [g], [l], and [r]

1. Underline the letters that spell [g], [l], and [r]:

ais <u>l</u> e	gall <u>er</u> ies	int <u>er</u> rupt	pl <u>a</u> gu <u>e</u>	str <u>u</u> gg <u>l</u> ing
all <u>ig</u> ators	sp <u>a</u> gh <u>e</u> t <u>t</u> i	ir <u>r</u> eg <u>u</u> lar	pr <u>o</u> l <u>o</u> gu <u>e</u>	unr <u>h</u> ym <u>e</u> d
arr <u>i</u> val	gh <u>o</u> st <u>l</u> y	is <u>l</u> and	r <u>e</u> ferred	water <u>l</u> og <u>g</u> ed
aux <u>l</u> ir <u>y</u>	gu <u>a</u> rant <u>e</u> e	mir <u>r</u> or	r <u>h</u> ubar <u>b</u>	wr <u>i</u> gg <u>l</u> ing
ex <u>a</u> ct <u>l</u> y	ill <u>l</u> ustr <u>a</u> t <u>e</u>	mort <u>g</u> ag <u>e</u>	shr <u>u</u> gg <u>e</u> d	wr <u>i</u> st

2. Sort the words into these groups:

TABLE 12.42: Words with [g] spelled . . .

<g>	<gg>	Other
<i>alligators</i>	<i>shrugged</i>	<i>auxiliary</i>
<i>galleries</i>	<i>struggling</i>	<i>exactly</i>
<i>irregular</i>	<i>waterlogged</i>	<i>spaghetti</i>
<i>plague</i>	<i>wriggling</i>	<i>ghostly</i>
<i>prologue</i>		<i>guarantee</i>
		<i>mortgage</i>

TABLE 12.43: Words with [l] spelled . . .

<l>		<ll>	Other
<i>arrival</i>	<i>plague</i>	<i>alligators</i>	<i>aisle</i>
<i>auxiliary</i>	<i>prologue</i>	<i>galleries</i>	<i>island</i>
<i>exactly</i>	<i>struggling</i>	<i>illustrate</i>	
<i>ghostly</i>	<i>waterlogged</i>		
<i>irregular</i>	<i>illustrate</i>		

TABLE 12.44: Words with [r] spelled . . .

<r>		<rr>	Other
<i>alligators</i>	<i>mortgage</i>	<i>arrival</i>	<i>rhubarb</i>
<i>auxiliary</i>	<i>referred</i>	<i>interrupt</i>	<i>unrhymed</i>
<i>galleries</i>	<i>rhubarb</i>	<i>irregular</i>	<i>wriggling</i>
<i>guarantee</i>	<i>shrugged</i>	<i>mirror</i>	<i>wrist</i>
<i>illustrate</i>	<i>struggling</i>	<i>referred</i>	
<i>irregular</i>	<i>waterlogged</i>		

TABLE 12.44: (continued)

<r> <i>mirror</i>	<rr>	Other
3. The two words with <gg>due to twinning:		
<i>shrugged</i>	<i>waterlogged</i>	
4. The two words with <gg>in the VCCle pattern:		
<i>struggling</i>	<i>wriggling</i>	
5. The word with <ll>due to assimilation:		
	<i>illustrate</i>	
6. The word with <rr>due to the VCC pattern:		
	<i>mirror</i>	
7. The word with <rr>due to simple addition:		
	<i>interrupt</i>	
8. The two words with <rr>due to assimilation:		
<i>arrival</i>	<i>irregular</i>	

Teaching Notes.

Item 1. Students may be puzzled that [g] is said to be spelled <g>in *prologue*, but <gu>in *guarantee*. The rationale is that in words like *prologue* the < u > is insulating the <g>from the <e>and so is not part of the actual spelling, just as silent final <e>is a diacritic marking, say, long vowels but is not part of the actual spelling of the vowel sound. However, in *guarantee* the < u > has no insulating function, nor any other function for that matter. It is simply a fossil, a reminder of earlier spellings spelled <gu>and pronounced [gw] (as is true today of most words with initial <gua>.) And so we include it as part of the spelling of the [g].

12.23 Lesson Forty-seven

Review of Word Analysis and of <l>Before <e>

1. Analyze the following into their prefixes, bases, and suffixes:

TABLE 12.45:

Word	= Analysis
decongestant	= <i>de + con + n + gest + ant</i>
infections	= <i>in + fect + ion + s</i>
digestion	= <i>di + gest + ion</i>
excessive	= <i>ex + cess + ive</i>
effectiveness	= <i>ex + f + fect + ive + ness</i>
interview	= <i>inter + view</i>
massive	= <i>mass + ive</i>
dimension	= <i>di + mens + ion</i>
surprising	= <i>sur + pris + ing</i>
director	= <i>di + rect + or</i>
interrupted	= <i>inter + rupt + ed</i>
dividing	= <i>di + vid + ing</i>
unsuspectingly	= <i>un + sub + spect + ing + ly</i>
survival	= <i>sur + viv + al</i>
perspective	= <i>per + spect + ive</i>
interpret	= <i>inter + pret</i>
unattractively	= <i>un + ad + t + tract + ive + ly</i>
synchronize	= <i>syn + chron + ize</i>
interestingly	= <i>inter + est + ing + ly</i>
surrounded	= <i>sur + round + ed</i>
disrupted	= <i>dis + rupt + ed</i>
surveillance	= <i>sur + veill + ance</i>

2. Underline the <ie>and <ei>spellings:

bel <u>ie</u> ve	l <u>ie</u>	th <u>ie</u> f	fr <u>ei</u> ght	re <u>in</u> deer
calor <u>ie</u>	magp <u>ie</u>	t <u>ie</u>	h <u>ei</u> ght	se <u>is</u> mic
coll <u>ie</u>	mov <u>ie</u> s	yi <u>el</u> ding	kale <u>id</u> oscope	se <u>iz</u> e
f <u>ie</u> ld	n <u>ie</u> ce	con <u>ce</u> it	l <u>ei</u> sure	sle <u>igh</u> t
f <u>ie</u> ry	prair <u>ie</u>	de <u>ce</u> iving	n <u>ei</u> ther	sle <u>igh</u> t
financ <u>ie</u> r	pri <u>est</u>	<u>ei</u> ght	prote <u>in</u>	ve <u>il</u>
gri <u>ef</u>	rel <u>ief</u>	<u>ei</u> ther	rece <u>ipt</u>	ve <u>in</u>
hyg <u>ie</u> ne	shri <u>ek</u>	polterge <u>ist</u>	rece <u>iv</u> e	we <u>ir</u> d

3. Sort the words with <ie> into this matrix:

TABLE 12.46:

	Words in which the <ie>is . . . an instance of the < i > before <e>rule:	a holdout to the < i > before <e>rule:
Words in which the <ie>spells long <e>	<i>believe calorie collie field grief hygiene movies niece prairie priest relief shriek thief yielding</i>	<i>financier</i>
Words in which the <ie>spells long < i >	<i>lie magpie tie</i>	<i>fiery</i>

4. Sort the words with <ei> into this matrix:

TABLE 12.47:

	Words in which the <ei>is . . . an instance of the < i > before <e>rule:	Words in which the <ei>is . . . a holdout to the < i > before <e>rule:
Words in which the <ei>spells long < a >	<i>eight freight reindeer sleigh veil vein</i>	
Words in which the <ei>spells long <e>	<i>conceit deceiving receipt receive</i>	<i>leisure protein seize weird</i>
Words in which the <ei>spells long < i >	<i>either poltegeist height kaleidoscope neither seismic sleight</i>	

Teaching Notes.

Item 1. Four words in this table contain the prefix *sur-* “over,above,inaddition”: *surprising*, *survival*, *surrounded*, *surveillance*. Some students may want to treat the <sur> in *surrounded* as an assimilated *sub-*. I believe I would not call them wrong: The contribution of the prefix to the meaning of the word is somewhat distant at best. The other three have to be treated as *sur-* rather than an assimilated *sub-* because their stems do not start with letters or sounds that would induce assimilation of the < b > to <r>.

Item 4. We sort *either* and *neither* as instances, with <ei>spelling [ī]. For folks who pronounce these two with [ē] rather than [ī], they would have to be sorted as holdouts with <ei>spelling [ē] with no preceding <c>. We sort *leisure* as a holdout with <ei>spelling [ē]. For folks who pronounce *leisure* with short rather than long <e>, there is no place in the matrix to put it, so it would be left out.

12.24 Lesson Forty-eight

Test Six

TABLE 12.48:

Words	Analysis
1. <i>guaranteed</i>	[r] = <r> [g] = <gu> [ē] = <ee>
2. <i>although</i>	[ō] = <ou>
3. <i>terrify</i>	[r] = <rr> due to <i>VCC pattern</i>
4. <i>violence</i>	[ī] = <i> in the pattern <i>V.V</i>
5. <i>exclusive</i>	[ū] = <u> in the pattern <i>V.CV</i>
6. <i>poltergeist</i>	[ī] = <ei>
7. <i>glorious</i>	[ē] = <i> in the pattern <i>V.V</i>
8. <i>disclose</i>	Prefix + free base = <i>dis + close</i>
9. <i>roughly</i>	[u] = <ou> [f] = <gh>
10. <i>sleight</i>	[ī] = <ei> [t] = <ght>

CHAPTER

13**Teacher 07-Lesson 1-24****Chapter Outline**

- 13.1 LESSON ONE**
 - 13.2 LESSON TWO**
 - 13.3 LESSON THREE**
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 - 13.14 LESSON FOURTEEN**
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 - 13.20 LESSON TWENTY**
 - 13.21 LESSON TWENTY-ONE**
 - 13.22 LESSON TWENTY-TWO**
 - 13.23 LESSON TWENTY-THREE**
 - 13.24 LESSON TWENTY-FOUR**
-

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	= <i>re</i>	+ <i>paint</i>	+ <i>ed</i>
unlucky	= <i>un</i>	+ <i>luck</i>	+ <i>y</i>
informer	= <i>in</i>	+ <i>form</i>	+ <i>er</i>
overcooked	= <i>over</i>	+ <i>cook</i>	+ <i>ed</i>
restriction	= <i>re</i>	+ <i>strict</i>	+ <i>ion</i>
preschooler	= <i>pre</i>	+ <i>school</i>	+ <i>er</i>
undoubted	= <i>un</i>	+ <i>doubt</i>	+ <i>ed</i>
disclaimer	= <i>dis</i>	+ <i>claim</i>	+ <i>er</i>
exactness	= <i>ex</i>	+ <i>act</i>	+ <i>ness</i>
mistakes	= <i>mis</i>	+ <i>take</i>	+ <i>s</i>
requested	= <i>re</i>	+ <i>quest</i>	+ <i>ed</i>
misjudges	= <i>mis</i>	+ <i>judge</i>	+ <i>s</i>

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	= <i>ad</i>	+ <i>dict</i>	+ <i>ion</i>
abruptly	= <i>ab</i>	+ <i>rupt</i>	+ <i>ly</i>
products	= <i>pro</i>	+ <i>duct</i>	+ <i>s</i>
instructor	= <i>in</i>	+ <i>struct</i>	+ <i>or</i>

TABLE 13.2: (continued)

Word	= Prefix	+ Free Base	+ Suffix
completeness	= <i>com</i>	+ <i>plete</i>	+ <i>ness</i>
compliment	= <i>com</i>	+ <i>pli</i>	+ <i>ment</i>
<i>reception</i>	= <i>re</i>	+ <i>cept</i>	+ <i>ion</i>
perfected	= <i>per</i>	+ <i>fect</i>	+ <i>ed</i>
recruiter	= <i>re</i>	+ <i>cruit</i>	+ <i>er</i>
commits	= <i>com</i>	+ <i>mit</i>	+ <i>s</i>
repeating	= <i>re</i>	+ <i>peat</i>	+ <i>ing</i>
exceeded	= <i>ex</i>	+ <i>ceed</i>	+ <i>ed</i>

4. a. The smallest parts that add meaning to written words are called elements.
- b. Elements that are added to the front of words are called prefixes.
- c. Elements that are added to the end of words are called suffixes.
- d. Elements that give the basic meaning to words are called bases.
- e. Bases that can stand free as words are called free bases.
- f. Bases that cannot stand free as words are called bound bases.

Teaching Notes.

Item 1. Elements, free bases, and suffixes are introduced in Book 1, Lesson 28. Prefixes are introduced in Book 2, Lesson 40. Bound bases are introduced Book 3, Lesson 43.

Item 3. The bound base *pli* in *compliment* is related to the base *ply* in *comply*. It carries the root meaning “fill.”

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	<i>dis + claimer</i>
disclaimer	Stem + suffix	<i>disclaim + er</i>
instructor	Prefix + stem	<i>in + structor</i>
instructor	Stem + suffix	<i>instruct + or</i>
reduction	Prefix + stem	<i>re + duction</i>
reduction	Stem + suffix	<i>reduct + ion</i>
overcooked	Prefix + stem	<i>over + cooked</i>
overcooked	Stem + suffix	<i>overcook + ed</i>
perfected	Prefix + stem	<i>per + fected</i>
perfected	Stem + suffix	<i>perfect + ed</i>
preschooler	Prefix + stem	<i>pre + schooler</i>
preschooler	Stem + suffix	<i>preschool + er</i>

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	= <i>disclaimer</i>
ab + rupt + ly	= <i>abruptly</i>
phys + ic + s	= <i>physics</i>
re + cept + acle + s	= <i>receptacles</i>
intro + duct + ion + s	= <i>introductions</i>
re + cept + ion + ist	= <i>receptionist</i>
sub + ject + ive + ly	= <i>subjectively</i>
re + com + mend + er	= <i>recommender</i>
un + doubt + ed + ly	= <i>undoubtedly</i>
per + fect + ion + ist + s	= <i>perfectionists</i>
in + ex + act + ly	= <i>inexactly</i>
pro + duct + ion	= <i>production</i>

5. a. Usually when elements combine to make words, they go together by *simple addition*. A stem always contains at least one *base*. Two things that can be either free or bound are *bases* and *stems*.

Teaching Notes.

Item 1. Stems and free stems are introduced in Book 3, Lesson 5, bound stems in Book 3, Lesson 43.

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	= <i>twin + n + ing</i>	Yes	Yes	Yes	Yes
occurrence	= <i>occur + r + ence</i>	Yes	Yes	Yes	Yes
kidnapper	= <i>kidnap + p + er</i>	Yes	Yes	Yes	Yes
lucky	= <i>luck + y</i>	Yes	No	Yes	Yes
committed	= <i>commit + t + ed</i>	Yes	Yes	Yes	Yes
symbolic	= <i>symbol + ic</i>	Yes	Yes	No	Yes
commitment	= <i>commit + ment</i>	No	Yes	Yes	Yes
displayed	= <i>display + ed</i>	Yes	No	Yes	Yes
limiting	= <i>limit + ing</i>	Yes	Yes	No	No
exceeding	= <i>exceed + ing</i>	Yes	No	Yes	Yes
excelled	= <i>excel + l + ed</i>	Yes	Yes	Yes	Yes
cooking	= <i>cook + ing</i>	Yes	No	Yes	Yes
repellant	= <i>repel + l + ant</i>	Yes	Yes	Yes	Yes
compelling	= <i>compel + l + ing</i>	Yes	Yes	Yes	Yes
logical	= <i>logic + al</i>	Yes	Yes	No	No

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?
informer	= <i>inform</i> + <i>er</i>	Yes	No	Yes	Yes
submits	= <i>submit</i> + <i>s</i>	No	Yes	Yes	Yes
exacting	= <i>exact</i> + <i>ing</i>	Yes	No	Yes	Yes
recruiter	= <i>recruit</i> + <i>er</i>	Yes	No	Yes	Yes

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 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 in the pattern CVC only when there is stress on the last vowel 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	= <i>committee</i>
complex + ity	= <i>complexity</i>
remark + able	= <i>remarkable</i>
logic + ian	= <i>logician</i>
symbol + ism	= <i>symbolism</i>
occur + ence	= <i>occurrence</i>
refer + ence	= <i>reference</i>
recruit + ing	= <i>recruiting</i>
repel + ing	= <i>repelling</i>
overlook + ed	= <i>overlooked</i>
republic + an	= <i>republican</i>
reveal + ing	= <i>revealing</i>
compel + ing	= <i>compelling</i>
resubmit + ed	= <i>resubmitted</i>
kidnap + ing	= <i>kidnapping</i>

Teaching Notes.

Item 1. The treatment of twinning is quite abbreviated here. For a more detailed and extended introduction to twinning, see Book 1, Lessons 34-37 (for twinning in stems with a single vowel sound) and Book 3, Lessons 45-47 (for twinning in stems with two or more vowel sounds). For more on twinning see *AES*, pp. 161-76.

Item 2. A sharp-eyed student may wonder why *excellent* has two <l>’s, in seeming contradiction of the Twinning Rule (since the stress shifts off of the second vowel in the stem when the suffix is added). Originally the free stem *excel* was often spelled *excell*. There were two <l>’s in the Latin source word. It was not until the 18

th or 19th century that the spelling *excel* with one <l> became standard, part of a general tendency to avoid ending free stems with <l>. It is possible that the spelling of *excellent* was standardized before the change of *excell* to *excel*. Or we could treat *excellent* as a case of *excel* + *l* + *ent*. I would analyze *excellent* to *excel* + *ent*, positing *excell* as a bound stem in partnership with the free stem *excel*. For more see page 72.

Item 4. Re: *complexity*. Since final <x> always spells the complex sounds [ks], free stems that end in <x>, even though in terms of letters they seem to end CVC, in terms of sounds they end CVCC and thus do not twin. We never twin the letter <x>.

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 = delet ϕ + 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	<i>deletϕ + ion</i>	<i>deletion</i>
complete + ion	<i>completϕ + ion</i>	<i>completion</i>
accommodate + ion	<i>accommodatϕ + ion</i>	<i>accommodation</i>
observe + er	<i>observϕ + er</i>	<i>observer</i>
collapse + ed	<i>collapsϕ + ed</i>	<i>collapsed</i>
advantage + ous	<i>advantage + ous</i>	<i>advantageous</i>
sacrifice + ing	<i>sacrificϕ + ing</i>	<i>sacrificing</i>
agree + able	<i>agree + able</i>	<i>agreeable</i>
illuminate + ed	<i>illuminatϕ + ed</i>	<i>illuminated</i>
assimilate + ion	<i>assimilatϕ + ion</i>	<i>assimilation</i>
canoe + ing	<i>canoe + ing</i>	<i>canoeing</i>
agree + ed	<i>agreϕ + ed</i>	<i>agreed</i>

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	<i>assurϕ + ance</i>	<i>Yes</i>
accumulating	<i>accumulatϕ + ing</i>	<i>Yes</i>
horseshoer	<i>horseshoϕ + er</i>	<i>Yes</i>
alleged	<i>allegϕ + ed</i>	<i>Yes</i>
courageous	<i>courage + ous</i>	<i>No</i>
admirable	<i>admirϕ + able</i>	<i>Yes</i>
mistaking	<i>mistakϕ + ing</i>	<i>Yes</i>
peaceable	<i>peace + able</i>	<i>No</i>
education	<i>educatϕ + ion</i>	<i>Yes</i>
observer	<i>observϕ + er</i>	<i>Yes</i>

TABLE 13.8: (continued)

Word	Free stem + suffix	Was there final <e>deletion?
squeezing	<i>squeez</i> + <i>ing</i>	<i>Yes</i>
judgement	<i>judge</i> + <i>ment</i>	<i>No</i>

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 <e>, <i>, or <y>. Except for a few stems that end in <ee> or <oe>, you delete all other silent final <e>'s anytime you add a suffix that starts with any vowel.

Teaching Notes.

Item 1. Final <e>deletion is discussed in detail in Book 2, Lessons 20-21; Book 3, Lessons 32, 35, 39, 41; Book 4, Lesson 19. Deleting final <e> in stems that end in <ee> and <oe> is discussed in Book 6, Lessons 1-3.

Item 3. There are two accepted spellings *judgment* and *judgement*, of which the former is the more common. However, since the suffix does not start with a vowel, there is no motivation for deleting the final <e>. The Principle of Preferred Regularity encourages us to prefer the spelling that fits the relevant rules or patterns, so we prefer the spelling *judgement*. For more on the Principle of Preferred Regularity, see *AES*, pp. 25-26.

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-*: $ad + simulate = a\cancel{d} + s + simulate = assimilate$. 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 *simulate*.

2. All of the following words start with some form of the prefix *ad-*. Sometimes the prefix assimilates 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	$a\cancel{d} + s + simulate$
accelerate	$a\cancel{d} + c + celerat$
affectionate	$a\cancel{d} + f + fectionate$
admirable	$ad + mirable$
allegation	$a\cancel{d} + l + legation$
addicted	$ad + dicted$
approximately	$a\cancel{d} + p + proximately$
advisor	$ad + visor$
assurance	$a\cancel{d} + s + surance$
accumulate	$a\cancel{d} + c + cumulate$
advantage	$ad + vantage$
adult	$ad + ult$
applause	$a\cancel{d} + p + plause$
advancing	$ad + vancing$
accomplish	$a\cancel{d} + c + complish$

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	$a\cancel{d} + complish$
collapse	$com + l + lapse$

TABLE 13.10: (continued)

Word	Prefix + Stem
corruption	<i>corrupt + r + ruption</i>
compliment	<i>com + pliment</i>
incredible	<i>in + credible</i>
exclusively	<i>ex + clusively</i>
effortless	<i>effort + f + fortless</i>
immigrant	<i>im + m + migrant</i>
observance	<i>observ + ance</i>
illuminate	<i>ill + l + luminate</i>
opportunity	<i>opp + p + portunity</i>
offensive	<i>off + f + fensive</i>
irregular	<i>ir + r + regular</i>
effectively	<i>eff + f + fectively</i>
occurred	<i>oc + c + curred</i>

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 assimilation.

Teaching Notes.

Item 1. Assimilation is treated in more detail in the following lessons: Book 4, Lessons 12-14 (especially the prefix *ad-*); Book 4, Lesson 23 (especially 'tt' spellings); Book 4, Lessons 34-38 (especially *sub-*, *in*^{1,2}, and *ob-*); Book 5, Lesson 3 (a review); Book 5, Lessons 4-6 (especially *com-*); Book 5, Lessons 11-13 (especially *ex-*); Book 6, Lesson 13 (especially 'rr' spellings); Book 6, Lessons 36-38 (especially *dis-* and *syn-*).

Item 3. You may want to point out to the students the contrast between *immigrant* (*im + m + migrant*) with <mm> and *emigrant* (*ex + migrant*) with <m>.

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	<i>com + l + lege</i>
conscious	<i>com + n + scious</i>
commentary	<i>com + mentary</i>
congress	<i>com + n + gress</i>
collapsed	<i>com + l + lapsed</i>
confession	<i>com + n + fession</i>
correctly	<i>com + r + rectly</i>
contracts	<i>com + n + tracts</i>
companion	<i>com + panion</i>
correspondent	<i>com + r + respondent</i>
community	<i>com + munity</i>
condemned	<i>com + n + demned</i>
complexion	<i>com + plexion</i>
conscience	<i>com + n + science</i>
commission	<i>com + mission</i>
conventional	<i>com + n + ventional</i>
consistent	<i>com + n + sistent</i>
committee	<i>com + mittee</i>
compelling	<i>com + pelling</i>
collected	<i>com + l + lected</i>

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 start with <qu>. Analyze them:

TABLE 13.12:

Word	Prefix + Stem
acquaintance	<i>aċ</i> + <i>c</i> + <i>quaintance</i>
acquire	<i>aċ</i> + <i>c</i> + <i>quire</i>
acquiesce	<i>aċ</i> + <i>c</i> + <i>quiesce</i>
acquit	<i>aċ</i> + <i>c</i> + <i>quit</i>

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	<i>eċ</i> + <i>c</i> + <i>stasy</i>

4. When the last consonant in a prefixes changes to be exactly like the first consonant in the stem, the process is called full assimilation. 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 partial assimilation.

Teaching Notes.

Item 1. The increased ease of pronunciation has to do essentially with the position in the mouth in which adjacent sounds are pronounced: The [m] in *com-* is a bilabial sound, pronounced out at the lips. The [k] at the front of *crete* is a velar sound, pronounced back deep in the mouth, at the velum. From the lips to the velum is a long movement. By changing the [m] to an [n], which is an alveolar sound, pronounced with the tongue against the back of the tooth ridge, the movement is shortened and pronunciation eased.

Item 2. The discussion should bear on how <dk> would be a difficult sequence, but <qq> is not allowed in our language, so we use hard <c>, spelling the same [k] as does <q>. Another way of saying it is that <cq> is a kind of double-<q>. The base in *acquaint* is *quaint* which is a Middle English respelling of an Old French that came from Latin and carries the root meaning “know.” *Acquaint* comes from the same Latin word that gave us *recognize* and *cognitive*. The development of senses in *quaint* is a tangled and somewhat obscure story, told well in the *OED*.

The base *quire* in *acquire* comes from a Latin word that meant “to seek, to seek to obtain, to make inquiry about” and also gave us the words *query* and *question*. The base in *acquiesce* is *qui*, which carries the root meaning “quiet” and is closely related to *quiescent* and *quiet*. The base of *acquit* is the free base *quit* and carries the root meaning “free, clear.”

Item 3. The base of *ecstasy* is *stas* “to place, to cause to stand.” The prefix *ex-*, of course, means “out.” So the sense of *ecstasy* is close to our phrases like “out of his mind” or an “out of body experience.” *Ecstasy* comes from a Greek word that meant “trance, distaction.”

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	vcv	vcc	vcv
ecstasy	disagree	courageous	excelling
vcc	vv	vcv	vcc
legal	mystical	republican	calculator
vcv	vcc	vcc	vcv
consistent	collapsing	symbol	equip
vcc	vcc	vcc	vc
rhythmic	zodiac	acquired	acquiesce
vcc	vcv	vcv	vcc
tissue	canoe	picnic	maniac
vcc	vv	vc	vc

In the words with the pattern VV# the second vowel is always the same letter. What letter is it? <e>. For that reason we will call this the Ve# pattern.

2. Now sort the twenty-four words into the following matrix:

TABLE 13.14: Words with the pattern ...

	VCC	VC#	VCV	Ve#
Words in which the marked vowel is short	<i>confession</i>	<i>equip</i>		
	<i>judgement</i>	<i>picnic</i>		
	<i>ecstasy</i>	<i>maniac</i>		
	<i>excelling</i>			
	<i>mystical</i>			
	<i>republican</i>			
	<i>consistent</i>			
	<i>collapsing</i>			
	<i>symbol</i>			
	<i>rhythmic</i>			
	<i>acquiesce</i>			
	<i>tissue</i>			

TABLE 13.14: (continued)

VCC	VC#	VCV	Ve#
Words in which the marked vowel is long		<i>accommodate</i>	<i>disagree</i>
		<i>illuminate</i>	<i>canoe</i>
		<i>courageous</i>	
		<i>legal</i>	
		<i>calculator</i>	
		<i>zodiac</i>	
		<i>acquired</i>	

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	1	defiant	2	poetry	2
association	2	obedience	2	acquiesce	2	realize	2
entertain	1	acquaint	1	displayed	1	friendly	1
celestial	1	scientist	2	burial	2	suicide	2
annual	2	violence	2	idea	2	undoubted	1

5. Sort the twenty words into these two groups:

TABLE 13.15: Words in which the two vowel letters spell ...**two separate vowel sounds**

association
annual
obedience
scientist
violence
defiant

acquiesce
burial
idea
poetry
realize
suicide

a single vowel sound

recruit
entertain
celestial
peaceful
acquaint
displayed
friendly
undoubted

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? *long*

7. **V.V. Rule.** When two vowel sounds are side by side and spell two separate sounds, the first letter will spell a *long* vowel sound.

The period in “V.V” is to remind us that there are two separate vowel sounds there.

Teaching Notes.

Item 1. The Ve# pattern is introduced in Book 3, Lesson 16.

Item 2. The VCC and VCV contrast is introduced in Book 1, Lesson 24. The CVC# pattern is introduced in Book

1, Lesson 26.

Item 4. Concerning *celestial*: Webster's 3

rd *Unabridged* shows the minor pronunciation [slest l] with two rather than one vowel sounds spelled by < ia >, but most dictionaries

Item 5. The V.V pattern is introduced in Book 5, Lesson 7.

13.8 Lesson Eight

Test One

TABLE 13.16:

Words

1. *compelling*
2. *disclaimer*
3. *displayed*
4. *instructor*
5. *overcooked*
6. *perfectly*
7. *preschoolers*
8. *recruitment*
9. *reduction*
10. *undoubtedly*

Analysis

- Prefix + bound base + suffix = com + pel + l + ing
- Prefix + free base + suffix = dis + claim + er
- Prefix + bound base + suffix = dis + play + ed
- Prefix + bound base + suffix = in + struct + or
- Free base + free base + suffix = over + cook + ed
- Prefix + bound base + suffix = per + fect + ly
- Prefix + free base + suffix¹ + suffix² = pre + school + er + s
- Prefix + bound base + suffix = re + cruit + ment
- Prefix + free base + suffix = re + duct + ion
- Prefix + free base + suffix¹ + suffix² = un + doubt + ed + ly

Teaching Notes. Re: *displayed*.: The bound base *play*¹ is a homophone and homograph with the free base *play*², as in “to play the game.” Other than their spelling and pronunciation, the two words are not related: The bound base *play*¹ comes from a Latin word meaning “to fold” which also is the source of the bases in such words as *apply*, *complicate*, *employ*, *explicate*, *replay*. *Play*² is from an Old English word that meant pretty much what *play* means today.

Re: *reduction*. The base is the free base *duct*, as in “air duct.” It carries the root meaning “lead, direct” and is closely related to the bound base *duce* (*produce*, *introduce*, *educate*).

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!

TABLE 13.17:

Word	[k] =	Word	[k] =
zodiac	<c>	acquired	<cq>
remarkable	<k>	khan	<kh>
equally	<q>	saccharine	<cch>
hockey	<ck>	bookcase	<kc>
schemer	<ch>	trekkie	<kk>
accommodations	<cc>		

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:

TABLE 13.18: Words in which [k] is spelled ...

<k>	<c>	
key	counterfeit	crime
kitchen	calculate	congress
kindly	condemn	community
kettle	critical	climate
	campaign	capital
	clinic	conscience

4. Underline the letter that comes right after the <c> or <k> in each of the sixteen words above. Then sort the words into this matrix:

TABLE 13.19: Words in which [k] is spelled ...

	<c>	<k>
Words with an < i > or <e>right after the [k]		<i>key</i> <i>kitchen</i> <i>kindly</i> <i>kettle</i>
Words with no < i > or <e>right after the [k]	<i>counterfeit</i> <i>calculate</i> <i>condemn</i> <i>critical</i> <i>campaign</i> <i>clinic</i> <i>crime</i> <i>Congress</i> <i>community</i> <i>climate</i> <i>capital</i> <i>conscience</i>	

5. In each of these words is there a [k] sound at the beginning of the word, in the middle, or at the end? At the beginning

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>? No If you saw one, like maybe <ckurp>, wouldn't it look odd? Yes

7. At the beginning of a word, [k] is never spelled <ck>; it is usually spelled <c> or <k>. If the [k] has an < i > or an <e>right after it, it is usually spelled <k>; otherwise, it is usually spelled <c>.

Teaching Notes.

Item 7. The *usually's* in this conclusion are important in two ways:

1. As the students have already seen, [k] can be spelled several different ways, and this conclusion only speaks of those words that have an initial [k] that is spelled either <c> or <k>. It says nothing yet about words like *queen* or *chrome*, in which initial [k] is spelled some way other than <c> or <k>. This lesson and the following are concerned only with sorting out <c>, <k>, and <ck>, which are far and away the most common spellings of [k].

2. There are a number of words, though very few that are commonly used, that have initial [k] spelled <k> with something other than the <e>, < i >, or <y> following that the conclusion calls for. In most cases they are quite recent adoptions that still reflect the spelling patterns of their source languages: *kangaroo* (Australian), *kayak* (Eskimo), *kona* (Hawaiian). Some are from Greek and still have the Greek kappa translated as <k>: *kaleidoscope*, *krypton*. *Kleptomania*, also Greek, has the more regular spelling *cleptomania*. *Krypton* has the same Greek base as cryptic and *crypt* but retains the older spelling with <k>, probably because it is used only in technical language (and, of course, *Superman*), and technical language tends to be conservative in its treatment of words and their spelling. *Kaleidoscope* is somewhat similar: The Greek base *kal(l)-* means “beautiful” and is appears, with a different, and more regular, spelling, in such words as *calligraphy* and *callisthenics*.

For more on the spelling of [k], see *AES*, pp. 355-72.

13.10 Lesson Ten

Spelling [k] at the End of Words

1. All of the following words end in the sound [k]. Underline the letters that spell the final [k] in each word. Final <e>'s are not part of the spelling of [k]:

remark <u>k</u>	economic <u>c</u>	break <u>k</u>	seismic <u>c</u>
wreck <u>k</u>	shriek <u>k</u>	o'clock <u>k</u>	speck <u>k</u>
mistake <u>k</u>	scientific <u>c</u>	brook <u>k</u>	hawk <u>k</u>
struck <u>k</u>	knock <u>k</u>	rebuke <u>k</u>	provoke <u>k</u>
unmask <u>k</u>	overlook <u>k</u>	earthquake <u>k</u>	shark <u>k</u>

2. Sort the twenty words into these three groups:

TABLE 13.20: Words in which the final [k] is spelled ...

<c>	<ck>	<k>
-----	------	-----

3. Now sort the twenty words into these two groups:

TABLE 13.21:

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]:

TABLE 13.22: 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]	<i>wreck</i> <i>struck</i> <i>economic</i> <i>scientific</i> <i>knock</i> <i>o'clock</i> <i>seismic</i> <i>speck</i>	
Words with a short vowel sound spelled with a digraph in front of the [k]		<i>overlook</i> <i>brook</i> <i>hawk</i>

TABLE 13.22: (continued)

Words with a long vowel sound in front of the [k]	<c>or <ck>	<k>
		<i>mistake</i>
		<i>shriek</i>
		<i>rebuke</i>
		<i>break</i>
		<i>earthquake</i>
		<i>provoke</i>

5. How is the final [k] spelled in the three words that have a consonant sound in front of it? <k> How is it spelled in the five words that have a long vowel in front of it? <k> How is it spelled in the three words that have a short vowel spelled with a digraph right in front of it? <k>

6. At the end of a word, [k] will usually be spelled <k> if it has a long vowel or consonant sound or a short vowel sound spelled with a digraph right in front of it; but it will usually be spelled <ck> or <c> if it has a short vowel sound right in front of it.

Teaching Notes.

Item 5. The statement that a final [k] preceded by a consonant is a good and strong one. But there are a few holdouts, usually new and quite rare: *arc*, *disc* (also *disk*), *franc*, *narc* (also *nark*), *sync* (also *synch*), *talc*, *zinc*

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 13.23:

Word	Sounds	Word	Sounds	Word	Sounds	Word	Sounds
poetic	3	wreck	1	specific	3	speck	1
struck	1	athletic	3	elastic	3	enthusiastic	5
scientific	4	quick	1	zodiac	3	check	1
knock	1	sick	1	economic	4	sympathetic	4
traffic	2	seismic	2	schlock	1	patriotic	4

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:

TABLE 13.24: Words with the final [k] spelled ...

	<c>	<ck>
Words with only one vowel sound		<i>struck</i> <i>knock</i> <i>wreck</i> <i>quick</i> <i>sick</i> <i>chlock</i> <i>speck</i> <i>check</i>
Words with more than one vowel sound	<i>poetic</i> <i>scientific</i> <i>traffic</i> <i>athletic</i> <i>reissue</i> <i>specific</i> <i>elastic</i> <i>zodiac</i> <i>economic</i> <i>enthusiastic</i> <i>sympathetic</i> <i>patriotic</i>	

4. If a word ends in [k] with a short vowel sound in front of it, the [k] will usually be spelled either <ck> or <c>. If the word has only one vowel sound, the [k] will usually be spelled <ck>. If the word has more than one vowel sound, the [k] will usually be spelled <c>.

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 13.25:

Word	Analysis
horseback	<i>horse + back</i>
aftershock	<i>after + shock</i>
o'clock	<i>o' + clock</i>
airsick	<i>air + sick</i>
thunderstruck	<i>thunder + struck</i>
yardstick	<i>yard + stick</i>

Teaching Notes.

Item 5. The discussion should point out that each of the long words in the table are compounds that end with a free stem that has one vowel sound and ends <ck>: *back*, *shock*, etc.

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

TABLE 13.26: Words with final [k] spelled...

	<c>	<ck>	<k>
Words with final [k] after a consonant			<i>shark</i> <i>remark</i> <i>milk</i> <i>unmask</i>
Words with final [k] after a long vowel			<i>provoke</i> <i>shriek</i> <i>rebuke</i> <i>break</i>
words with final [k] after a short vowel spelled with a digraph			<i>hawk</i> <i>schnook</i> <i>brook</i>
Words with final [k] after a short vowel spelled with one letter	<i>zodiac</i> <i>traffic</i> <i>picnic</i> <i>seismic</i> <i>sympathetic</i> <i>enthusiastic</i>	<i>struck</i> <i>knock</i> <i>o'clock</i>	

2. A final [k] following a consonant is usually spelled <k>. A final [k] following a long vowel is usually spelled <k>. A final [k] following a short vowel spelled with a digraph is usually spelled <k>. A final [k] following a short vowel spelled with one letter is usually spelled <ck> or <c>. 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 <ck>. 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 <c>.

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

TABLE 13.27: Words that start with [k] spelled ...

	<c>	<k>
Words with an < i > or < e > following the [k]		<i>kindliness</i> <i>kettle</i> <i>kinship</i> <i>kidnapper</i> <i>keyboard</i> <i>kept</i> <i>kitchens</i> <i>kissed</i>
Words with no < i > or < e > following the [k]	<i>campaigned</i> <i>collapses</i> <i>conventions</i> <i>conscience</i> <i>community</i> <i>correspondent</i> <i>courageous</i> <i>capital</i> <i>crocodile</i> <i>climate</i> <i>committed</i> <i>counterfeit</i>	

5. If an initial [k] has an <e> or an <i> right after it, the [k] is usually spelled <k>; otherwise it will usually be spelled <c>.

Teaching Notes.

Item 5. Again remember the importance of the *usually's* here and that this series of lessons deals only with choosing among the <c>, <k>, and <ck> spellings of [k]. The other eight [k] spellings were identified in lesson 9. The spellings discussed in lessons 20 and 21 are a separate issue.

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 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 13.28:

Word	Analysis
che <u>ck</u> out	<i>check</i> + <i>out</i>
un <u>ck</u> scious	<i>un</i> + <i>conscious</i>
un <u>ck</u> indly	<i>un</i> + <i>kind</i> + <i>ly</i>
re <u>ck</u> markable	<i>remark</i> + <i>able</i>
in <u>ck</u> sistent	<i>in</i> + <i>consist</i> + <i>ent</i>
unenthusi <u>ck</u> ally	<i>unenthusiastic</i> + <i>al</i> + <i>ly</i>
tr <u>ck</u> iest	<i>trick</i> + <i>y</i> + <i>i</i> + <i>est</i>
pass <u>ck</u> ey	<i>pass</i> + <i>key</i>
bre <u>ck</u> fast	<i>break</i> + <i>fast</i>
mus <u>ck</u> ality	<i>music</i> + <i>al</i> + <i>ity</i>
en <u>ck</u> ourage	<i>en</i> + <i>courage</i>
tr <u>ck</u> ster	<i>trick</i> + <i>ster</i>
s <u>ck</u> eningly	<i>sick</i> + <i>en</i> + <i>ing</i> + <i>ly</i>
wre <u>ck</u> age	<i>wreck</i> + <i>age</i>
mis <u>ck</u> akenly	<i>mistake</i> + <i>en</i> + <i>ly</i>
jack <u>ck</u> knife	<i>jack</i> + <i>knife</i>
book <u>ck</u> case	<i>book</i> + <i>case</i>
sch <u>ck</u> lockiest	<i>schlock</i> + <i>y</i> + <i>i</i> + <i>est</i>
back <u>ck</u> ast	<i>back</i> + <i>cast</i>
un <u>ck</u> lucky	<i>un</i> + <i>luck</i> + <i>y</i> + <i>i</i> + <i>ly</i>

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 = panicked + 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 with <k>insertion. Analyze each one to show how the the <k>was inserted:

TABLE 13.29:

Word	Analysis: Free stem + suffix
panicked	<i>panic + k + ed</i>
panicky	<i>panic + k + y</i>
picnicking	<i>picnic + k + ing</i>
trafficker	<i>traffic + k + er</i>
bivouacked	<i>bivouac + k + ed</i>
sicked*	<i>sic + k + ed</i>

* As in “He sicked his dog on the burglar.”

Teaching Notes.

Item 2. Notice that in *jackknife* the second <k>is part of the <kn>spelling of [n]. *Bookcase* and *backcast* are both shown in dictionaries with two [k] sounds: [bük-kās] and [bak-kast]. But it seems likely that in relaxed everyday speech the two [k]’s merge into one. This merging would make for some odd spellings of [k]: <kc>and <ckc>.

Item 3. Forms of the verb *sic* have variant spellings, the less regular *siced*, *sicking*. Again, we invoke the Principle of Preferred Regularity to choose the more ruly of variants: *sicked*, *sicking* with the regular <k>-insertion.

13.14 Lesson Fourteen

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

TABLE 13.30: Words in which the [k] follows a ...

vowel			consonant
<i>spéctacle</i>	<i>héckle</i>	<i>árticle</i>	<i>wrinkle</i>
<i>párticle</i>	<i>bárnacle</i>	<i>recéptacle</i>	<i>ángle</i>
<i>ícicle</i>	<i>chrónicle</i>	<i>táckle</i>	<i>sparkle</i>
<i>píckle</i>	<i>fréckle</i>	<i>óbstacle</i>	<i>twinkle</i>
<i>tíckle</i>	<i>sháckle</i>	<i>véhicle</i>	
<i>cýcle</i>	<i>tríckle</i>	<i>bícycle</i>	
<i>chúckle</i>	<i>míracle</i>	<i>óracle</i>	

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 stress on it, like this: *wríngle* 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:

TABLE 13.31: Words in which the vowel right in front of the [k] ...

has strong stress		does not have strong stress	
<i>pickle</i>	<i>shackle</i>	<i>spectacle</i>	<i>vehicle</i>
<i>cycle</i>	<i>tackle</i>	<i>particle</i>	<i>barnacle</i>
<i>heckle</i>	<i>freckle</i>	<i>article</i>	<i>bicycle</i>
<i>tickle</i>		<i>icicle</i>	<i>miracle</i>
<i>chuckle</i>		<i>obstacle</i>	<i>receptacle</i>
<i>trickle</i>		<i>chronicle</i>	<i>oracle</i>

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 <c>.
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:

TABLE 13.32: Words in which the vowel right in front of the [k] is ...

short			long
<i>pickle</i>	<i>chuckle</i>	<i>tackle</i>	<i>cycle</i>
<i>heckle</i>	<i>trickle</i>	<i>freckle</i>	
<i>tickle</i>	<i>shackle</i>		

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 <ck> if the vowel is short, and it is spelled <c> 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 <ck>;
- (ii) If there is a weak vowel or a strong long vowel right in front of the [k], the [k] is spelled <c>; and
- (iii) If there is a consonant right in front of the [k], the [k] is spelled <k>.

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 > th and id circle : *unkle*, *unkle*, *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.)

13.15 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

TABLE 13.33: Words in which the [k] follows a ...

vowel			consonant
<i>spéctacle</i>	<i>héckle</i>	<i>árticle</i>	<i>wrinkle</i>
<i>párticle</i>	<i>bárnacle</i>	<i>recéptacle</i>	<i>ankle</i>
<i>ícicle</i>	<i>chrónicle</i>	<i>táckle</i>	<i>sparkle</i>
<i>píckle</i>	<i>fréckle</i>	<i>óbstacle</i>	<i>twinkle</i>
<i>tíckle</i>	<i>sháckle</i>	<i>véhicle</i>	
<i>cýcle</i>	<i>tríckle</i>	<i>bícycle</i>	
<i>chúckle</i>	<i>míracle</i>	<i>óracle</i>	

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 stress 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:

TABLE 13.34: Words in which the vowel right in front of the [k] ...

has strong stress		does not have strong stress	
<i>pickle</i>	<i>shackle</i>	<i>spectacle</i>	<i>vehicle</i>
<i>cycle</i>	<i>tackle</i>	<i>particle</i>	<i>barnacle</i>
<i>heckle</i>	<i>freckle</i>	<i>article</i>	<i>bicycle</i>
<i>tickle</i>		<i>icicle</i>	<i>miracle</i>
<i>chuckle</i>		<i>obstacle</i>	<i>receptacle</i>
<i>trickle</i>		<i>chronicle</i>	<i>oracle</i>

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 <c>.
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:

TABLE 13.35: Words in which the vowel right in front of the [k] is ...

	short		long
<i>pickle</i>	<i>chuckle</i>	<i>tackle</i>	<i>cycle</i>
<i>heckle</i>	<i>trickle</i>	<i>freckle</i>	
<i>tickle</i>	<i>shackle</i>		

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 <ck> if the vowel is short, and it is spelled <c> 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 <ck>;
- (ii) If there is a weak vowel or a strong long vowel right in front of the [k], the [k] is spelled <c>; and
- (iii) If there is a consonant right in front of the [k], the [k] is spelled <k>.

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 centuryenthusiasmformakingthespellingofEnglishwordsreflecttheirLatinroots.UnclecomesfromtheOldFrenchuncle, which > thandidcircle : unkle, unckle, unkel, vnkel, unkill, unkill, unkill, 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 Trace you can trace out more than fifty 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.

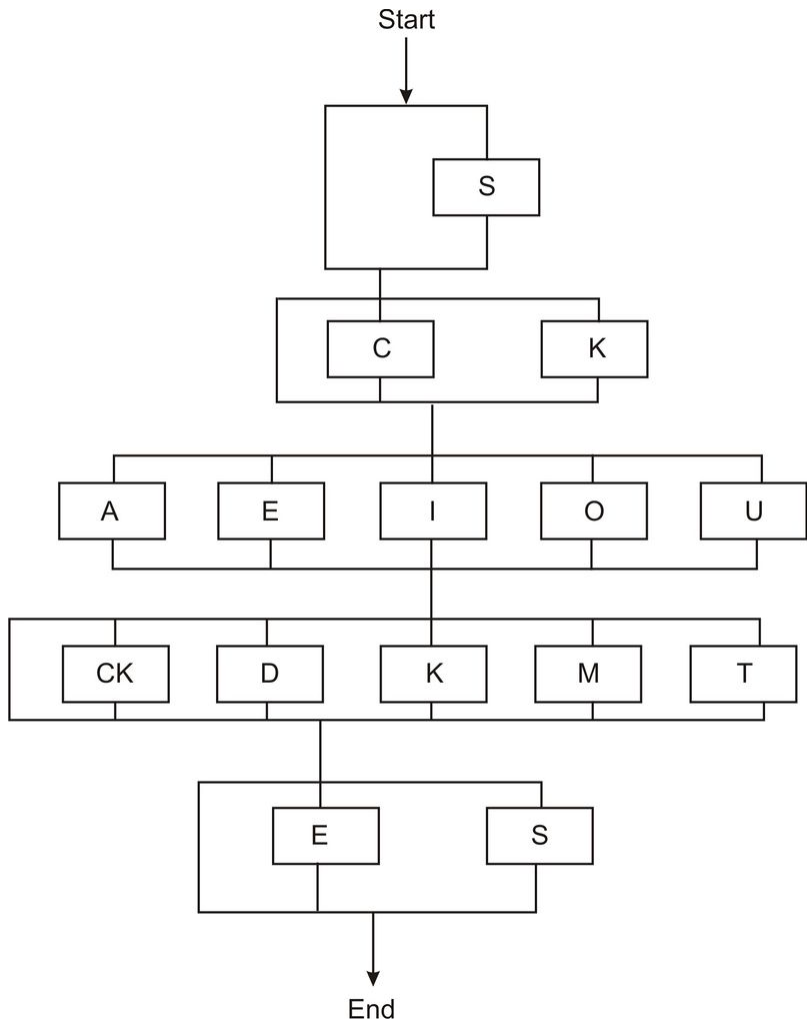


TABLE 13.36: Words with [k] spelled ...

<c>
cad
cads
cam
cams
came

cute
scads
scam
scams
scat

<k>
uke
coke
kick
kicks
kid

<ck>
cock
cocks
kick
kicks
sack

TABLE 13.36: (continued)

<c>		<k>	<ck>
<i>cat</i>	<i>scats</i>	<i>kids</i>	<i>sacks</i>
<i>cats</i>	<i>Scot</i>	<i>kit</i>	<i>sick</i>
<i>cock</i>	<i>Scots</i>	<i>kits</i>	<i>sock</i>
<i>cocks</i>	<i>scud</i>	<i>kite</i>	<i>socks</i>
<i>cod</i>	<i>scuds</i>	<i>sake</i>	<i>suck</i>
<i>cods</i>	<i>scum</i>	<i>skate</i>	<i>sucks</i>
<i>code</i>	<i>scums</i>	<i>skid</i>	
<i>come</i>		<i>skids</i>	
<i>cot</i>		<i>skim</i>	
<i>cots</i>		<i>skims</i>	
<i>cud</i>		<i>skit</i>	
<i>cuds</i>		<i>skits</i>	
<i>cuke</i>			
<i>cut</i>			
<i>cuts</i>			

13.17 Lesson Seventeen

Test Two

TABLE 13.37:

Words	Analysis
1. <i>collapsed</i>	[k] = <c> Prefix + free base + suffix = <u>collaps</u> + <u>l</u> + <u>laps</u> + <u>ed</u>
2. <i>zodiac</i>	[z] = <z> [ē] = <i> [k] = <c>
3. <i>communities</i>	Prefix + bound base + suffix ¹ + suffix ² = <u>comm</u> + <u>mun</u> + <u>ity</u> + <u>i</u> + <u>es</u>
4. <i>remarkable</i>	[k] = <k> Prefix + free base + suffix = <u>re</u> + <u>mark</u> + <u>able</u>
5. <i>conscience</i>	[k] = <c> Prefix + free stem = <u>con</u> + <u>n</u> + <u>science</u>
6. <i>picnicked</i>	[k] = <c> & <ck> Free stem + suffix = <u>picnic</u> + <u>k</u> + <u>ed</u>
7. <i>courageous</i>	[k] = <c> [j] = <g> Free stem + suffix = <u>courage</u> + <u>ous</u>
8. <i>knocked</i>	[k] = <ck> [n] = <kn> Free stem + suffix = <u>knock</u> + <u>ed</u>
9. <i>capital</i>	[k] = <c> Bound base + suffix = <u>capit</u> + <u>al</u>
10. <i>ankle</i>	[a] = <a> [y] = <n> [k] = <k>

Teaching Notes.

Re: *communities*. Our analysis recognizes a silent final <e> in the base because of the included free stem *commune*. But if students were not to show that <e> and its deletion in their analyses, I do not think I would dock them for it.

13.18 Lesson Eighteen

Some Prefixes That Make <cc>

1. What always comes before <kle>, a vowel or a consonant? a consonant What always comes before <ckle>, a long vowel, a short vowel, or a consonant? a short vowel What usually comes in front of the <cle>, a vowel or a consonant? a vowel

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 to show where the two <c>'s come from:

TABLE 13.38:

Word	Prefix + Stem
accelerate	<i>ad</i> + <i>c</i> + <i>celerate</i>
according	<i>ad</i> + <i>c</i> + <i>cord</i>
account	<i>ad</i> + <i>c</i> + <i>count</i>
occasionally	<i>ob</i> + <i>c</i> + <i>asionally</i>
successful	<i>sub</i> + <i>c</i> + <i>cessful</i>
occurrence	<i>ob</i> + <i>c</i> + <i>currence</i>
occupy	<i>ob</i> + <i>c</i> + <i>cupy</i>
accident	<i>ad</i> + <i>c</i> + <i>cident</i>
accurate	<i>ad</i> + <i>c</i> + <i>curate</i>
access	<i>ad</i> + <i>c</i> + <i>cess</i>
occupation	<i>ob</i> + <i>c</i> + <i>cupation</i>
accompany	<i>ad</i> + <i>c</i> + <i>company</i>
accommodate	<i>ad</i> + <i>c</i> + <i>commodate</i>
succinctly	<i>sub</i> + <i>c</i> + <i>cinctly</i>
accuse	<i>ad</i> + <i>c</i> + <i>cuse</i>
accumulate	<i>ad</i> + <i>c</i> + <i>cumulate</i>

3. Sort the words into these two groups:

TABLE 13.39: Words in which the <cc> spells ...

[k]		[ks]
<i>according</i>	<i>occupation</i>	<i>accelerate</i>
<i>account</i>	<i>accompany</i>	<i>successful</i>
<i>occasionally</i>	<i>accommodate</i>	<i>accident</i>
<i>occurrence</i>	<i>accuse</i>	<i>access</i>
<i>occupy</i>	<i>accumulate</i>	<i>succinctly</i>
<i>accurate</i>		

4. Look carefully at the letter that comes right after the <cc> in each of the words. Then sort the words into this

matrix:

TABLE 13.40: Words in which the <cc>spells ...

	[k]	[ks]
Words that have <e>or <i> following the <cc>		<i>accelerate</i> <i>successful</i> <i>accident</i> <i>access</i> <i>succinctly</i>
Words that do not have <e>or <i> following the <cc>	<i>according</i> <i>account</i> <i>occasionally</i> <i>occurrence</i> <i>occupy</i> <i>accurate</i> <i>occupation</i> <i>accompany</i> <i>accommodate</i> <i>accuse</i> <i>accumulate</i>	

5. Be ready to discuss this question: Why do the words sort out the way they do in the matrix in Item 4?

Teaching Notes.

Item 2. The assimilation pattern for *ad-* is introduced in Book 4, Lessons 11-13. That for *sub-* is introduced in Book 4, Lesson 34, and that for *ob-* in Book 4, Lesson 37. These patterns are treated in *AES* as follows: *ad-*, pp. 188-93; *sub-*, pp. 183-86; *ob-*, pp. 195- 96.

Item 5. The discussion should get to the way in which <c>before <e>, <i>, or <y>spells soft <c>, [s], while before other letters it spells hard <c>, [k]. Thus the first <c>in <cc>must be hard since it is followed by a <c>, while the second <c>will be soft or hard, depending on the letter following it.

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 13.41:

Word	Analysis: Prefix + Stem	The letter after <cc> is ...	The <cc> spells the sound ...
accounting	<i>ad</i> + <i>c</i> + <i>counting</i>	<o>	[k]
accessory	<i>ad</i> + <i>c</i> + <i>cessory</i>	<e>	[ks]
accompanied	<i>ad</i> + <i>c</i> + <i>companied</i>	<o>	[k]
occurred	<i>ob</i> + <i>c</i> + <i>curred</i>	<u>	[k]
occasionally	<i>ob</i> + <i>c</i> + <i>asionally</i>	<a>	[k]
accidentally	<i>ad</i> + <i>c</i> + <i>identally</i>	<i>	[ks]
accomplishment	<i>ad</i> + <i>c</i> + <i>complishment</i>	<o>	[k]
successor	<i>sub</i> + <i>c</i> + <i>cessor</i>	<e>	[ks]
succinctly	<i>sub</i> + <i>c</i> + <i>inctly</i>	<i>	[ks]
occupation	<i>ob</i> + <i>c</i> + <i>cupation</i>	<u>	[k]

2. When there is an <i> or an <e> right after <cc>, the <cc> is pronounced [ks]; otherwise <cc> is pronounced [k].

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:

ex <u>cl</u> usive	ex <u>cl</u> amation	ex <u>pe</u> rience
hawk <u>s</u>	complex <u>ity</u>	shark <u>s</u>
picn <u>ic</u> s	expl <u>o</u> de	ex <u>tra</u> ordinary
ext <u>en</u> d	shriek <u>s</u>	knock <u>s</u>
wreck <u>s</u>	econom <u>ics</u>	medic <u>s</u>

4. Sort the fifteen words into these groups:

TABLE 13.42: Words in which [ks] is spelled ...

<cs>	<cks>	<ks>	<x>
<i>picnics</i>	<i>knocks</i>	<i>hawks</i>	<i>exclusive</i>
<i>economics</i>	<i>wrecks</i>	<i>shrieks</i>	<i>extend</i>
<i>medics</i>		<i>sharks</i>	<i>exclamation</i>
			<i>complexity</i>
			<i>explode</i>
			<i>experience</i>
			<i>extraordinary</i>

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 13.43:

Word	Analysis: Free Stem + Suffix
<i>picnics</i>	<i>picnic + s</i>
<i>economics</i>	<i>economic + s</i>
<i>medics</i>	<i>medic + s</i>
<i>knocks</i>	<i>knock + s</i>
<i>wrecks</i>	<i>wreck + s</i>
<i>hawks</i>	<i>hawk + s</i>
<i>shrieks</i>	<i>shriek + s</i>
<i>sharks</i>	<i>shark + s</i>

5. When [ks] is spelled <cs>, <ks>, or <cks> the < s > is usually the suffix -s.

Teaching Notes.

Item 3. Re: *economics*. The suffix *-ics* is defined in the *Random House Unabridged* as “a suffix of nouns that denote a body of facts, knowledge, principles, etc. usually corresponding to adjectives ending in *-ic*”. However, they also describe *-ics* as the plural of *-ic*, which explains our analysis.

Re: the <x>words. For more on the <x>spelling of [ks] and of the voiced counterpart [gz] (in *exact*), see Book 6, Lesson 43, especially the teaching notes.

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	vtechnique	subsequently
quickly	picturesque	quietly	quotation	squeeze

2. Sort the words into these two groups:

TABLE 13.44: Words in which <qu> spells ...

[kw]			[k]
<i>earthquake</i>	<i>consequently</i>	<i>quotation</i>	<i>antique</i>
<i>equivalent</i>	<i>equipment</i>	<i>requirement</i>	<i>liquor</i>
<i>quantity</i>	<i>exquisite</i>	<i>square</i>	<i>physique</i>
<i>quickly</i>	<i>question</i>	<i>squirrel</i>	<i>picturesque</i>
<i>conquest</i>	<i>quietly</i>	<i>squeak</i>	<i>unique</i>
<i>equality</i>	<i>squadron</i>	<i>subsequently</i>	<i>mosquito</i>
<i>liquid</i>	<i>frequently</i>	<i>squeeze</i>	<i>turquoise</i>
<i>quarrel</i>	<i>request</i>		

3. In words in which <qu> spells [kw], the <u> spells [w], so [k] is spelled <q>. But in words in which the <u> does not spell [w], [k] is spelled <qu>.

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.

TABLE 13.45: Words in which the [k] spelled <q> or <qu> is the ...

first sound in the word		last sound in the word	
<i>quantity</i>	<i>question</i>	<i>antique</i>	<i>unique</i>
<i>quickly</i>	<i>quietly</i>	<i>physique</i>	<i>technique</i>
<i>quarrel</i>	<i>quotation</i>	<i>picturesque</i>	

TABLE 13.45: (continued)

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 13.46:

Word	Formula	Analysis
earthquake	Free stem + free stem	<i>earth</i> + <i>quake</i>
conquest	Prefix + free base	<i>con</i> + <i>n</i> + <i>quest</i>
exquisite	Prefix + bound stem	<i>ex</i> + <i>quisite</i>
requirement	Prefix + bound base + suffix	<i>re</i> + <i>quire</i> + <i>ment</i>
request	Prefix + free base	<i>re</i> + <i>quest</i>
liquor	Bound base + suffix <i>-or</i>	<i>liqu</i> + <i>or</i>
liquid	Bound base + suffix	<i>liqui</i> + <i>id</i>
equality	Bound base + suffix + suffix	<i>equ</i> + <i>al</i> + <i>ity</i>
subsequently	Prefix + bound base + suffix <i>-ent</i> + suffix ²	<i>sub</i> + <i>sequ</i> + <i>ent</i> + <i>ly</i>
consequently	Prefix + bound base + suffix ¹ + suffix ²	<i>con</i> + <i>n</i> + <i>sequ</i> + <i>ent</i> + <i>ly</i>
turquoise	Bound base + suffix <i>-oise</i>	<i>turqu</i> + <i>oise</i>
bouquet	Bound base + suffix <i>-et</i>	<i>bouqu</i> + <i>et</i>
mosquito	Bound base + suffix <i>-ito</i>	<i>mosqu</i> + <i>ito</i>
frequently	Bound base + suffix ¹ + suffix ²	<i>frequ</i> + <i>ent</i> + <i>ly</i>

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:

*squadron**square**squirrel**squeak**squeeze*

7. Where does the <squ>cluster come in these five words? At the front

8. The <q>or <qu>that spell [k] are nearly always at the very front or end of the element in which they occur.

Teaching Notes.

Item 5. The bases *quest*, *quis*, *quire* are all closely related and carry the root meaning “seek, ask, inform oneself, ask for.” The base *sequ* means “follow.” *Turqu* is French for *Turk*, turquoise being “the stone from Turkey.” *Bouqu* carries the root meaning “forest,” and *-et* is a French diminutive suffix: A bouquet is a little forest. *Mosqu* means “fly” and *-ito* is a Spanish diminutive suffix: “little fly.”

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:

<u>o</u> rchestra	sch <u>o</u> ol	arch <u>i</u> tect	psych <u>i</u> atrist
<u>ch</u> orus	<u>ch</u> aos	<u>e</u> cho	sch <u>o</u> lar
<u>ch</u> ronicle	mech <u>a</u> nic	<u>ch</u> aracter	or <u>ch</u> id
<u>a</u> che	sch <u>e</u> dule	<u>s</u> cheme	<u>ch</u> ord
psych <u>o</u> logy	<u>ch</u> emical	anch <u>o</u> r	<u>ch</u> ristmas
monarch <u>h</u>	stomach <u>h</u>	tech <u>n</u> ical	<u>ch</u> lorophyll

2. Sort the words into the three groups described below:

TABLE 13.47: Words in which [k] is spelled <ch>...

at the front	in the middle		at the end
<i>chorus</i>	<i>orchestra</i>	<i>scheme</i>	<i>ache</i>
<i>chronicle</i>	<i>psychology</i>	<i>anchor</i>	<i>monarch</i>
<i>chaos</i>	<i>school</i>	<i>technical</i>	<i>stomach</i>
<i>chemical</i>	<i>mechanic</i>	<i>psychiatrist</i>	
<i>character</i>	<i>schedule</i>	<i>scholar</i>	
<i>chord</i>	<i>architect</i>	<i>orchid</i>	
<i>Christmas</i>	<i>echo</i>		
<i>chlorophyll</i>			

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

TABLE 13.48: Words that end ...

<lk>	<lf>	<lm>	<lve>
walk	calf	salmon	salve
folk	halfway	calm	halve
talk	behalf	palm	calves
yolk		psalm	
stalk			
chalk			

4. In the words in which [k] is spelled <lk>, what letter usually is right in front of the <l>? <a>. In words in which [k] is spelled <lk>, what other letter sometimes is right in front of the <l>? <o>. In words that end <alk>, which does the <a> spell: [a] or [o]? [o]. In words that end <olk>, which does the <o> spell: [o] or [ō]? [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.

Teaching Notes.

Item 1. *Ache* is not from Greek; it is from Old English. The verb form was originally spelled <ake>. For more see the Word Histories in Book 6, Lesson 11.

Chord has the homophone *cord* “a string or thin rope.” *Chord* is most often used to refer to a combination of musical notes, though it has other technical meanings. Notice that it is *chord* in the phrase “to strike a chord,” meaning to create a feeling in someone.

Item 2. *Saccharin* contains the spelling [k]= <cch>, which reflects a Greek word with the sequence kappa followed by chi, <kkh,>which in Latin usually became <cch>. *Zucchini* also contains [k]= <cch>. In this case the <cch>comes from Italian. *Zucchini* was spelled *succini* in America as late as 1929 but was then respelled to reflect its Italian origins.

Item 3. The similar <lm>spelling of [m] is treated in a supplementary lesson in the teaching notes to Book 5, Lesson 35.

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:

O U N I E R O P Y A D L T S R I

Here are the blanks for the twenty words:

Words with [k] spelled <qu>:

<i>U</i>	<i>N</i>	<i>I</i>	<i>Q</i>	<i>U</i>	<i>E</i>	
<i>A</i>	<i>N</i>	<i>T</i>	<i>I</i>	<i>Q</i>	<i>U</i>	<i>E</i>

Words with [k] spelled <q>:

<i>L</i>	<i>I</i>	<i>Q</i>	<i>U</i>	<i>O</i>	<i>R</i>
<i>L</i>	<i>I</i>	<i>Q</i>	<i>U</i>	<i>I</i>	<i>D</i>

Words with [k] spelled <lk>:

<i>T</i>	<i>A</i>	<i>L</i>	<i>K</i>	
<i>Y</i>	<i>O</i>	<i>L</i>	<i>K</i>	
<i>S</i>	<i>T</i>	<i>A</i>	<i>L</i>	<i>K</i>

Words with [k] spelled <cc>:

<i>O</i>	<i>C</i>	<i>C</i>	<i>U</i>	<i>R</i>			
<i>O</i>	<i>C</i>	<i>C</i>	<i>U</i>	<i>P</i>	<i>Y</i>		
<i>A</i>	<i>C</i>	<i>C</i>	<i>U</i>	<i>S</i>	<i>E</i>		
<i>A</i>	<i>C</i>	<i>C</i>	<i>O</i>	<i>U</i>	<i>N</i>	<i>T</i>	
<i>A</i>	<i>C</i>	<i>C</i>	<i>U</i>	<i>R</i>	<i>A</i>	<i>T</i>	<i>E</i>

Words with [k] spelled <ch>:

A	C	H	E			
E	C	H	O			
C	H	A	O	S*		
C	H	O	R	U	S**	
S	C	H	O	O	L	
O	R	C	H	I	D***	

*Or chord. **Or chords. ***Or anchor.

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

- When a word ends in [k] with a long vowel in front of it, the [k] is usually spelled <k>.
- When a word ends in a [k] with a consonant in front of it, the [k] is usually spelled <k>.
- When a word ends in a [k] with a short vowel in front of it, the [k] is usually spelled either <c> or <ck>. If the word has only one vowel sound in it, [k] will usually be spelled <ck>, but if it has more than one vowel sound in it, the [k] will usually be spelled <c>.

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 and 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 <entia>) 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 <entia>, to the verb in the first column. Then in the right hand column add the correct spelling of [ns]:

TABLE 13.49:

Verb	Verb + [enshl]	Verb + [ns]
confide	<i>confidential</i>	<i>confidence</i>
differ	<i>differential</i>	<i>difference</i>
exist	<i>existential</i>	<i>existence</i>
prefer	<i>preferential</i>	<i>preference</i>
refer	<i>referential</i>	<i>reference</i>
reside	<i>residential</i>	<i>residence</i>
revere	<i>reverential</i>	<i>reverence</i>

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 13.50:

Bound Stem	Bound Stem + [enshl]	Bound Stem + [ns]
consequ	<i>consequential</i>	<i>consequence</i>
evide	<i>evidential</i>	<i>evidence</i>
experi	<i>experiential</i>	<i>experience</i>
influ	<i>influential</i>	<i>influence</i>
sent	<i>sentential</i>	<i>sentence</i>

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 13.51:

Bound Stem	Bound Stem + [ns]
influ	<i>influence</i>
consci	<i>conscience</i>
consequ	<i>consequence</i>
evid	<i>evidence</i>
experi	<i>experience</i>
innoc	<i>innocence</i>
intellig	<i>intelligence</i>
obedi	<i>obedience</i>
pati	<i>patience</i>
sci	<i>science</i>
sil	<i>silence</i>
viol	<i>violence</i>

Teaching Notes.

Item 3. The bound stem *sent* in *sentence* is not the same as nor even related to *sent* “past tense of *send*.” The *sent* in *sentence* comes from Latin and carries the root meaning “feel.” It occurs in *sentient*, *sentiment*, *sentinel*, *assent*, *consent*, *dissent*, *resent* .

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 does 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 13.52:

Noun	Adjective
assistance	<i>assistant</i>
confidence	<i>confident</i>
<i>difference</i>	different
<i>attendance</i>	attendant
consequence	<i>consequent</i>
existence	<i>existent</i>
<i>defiance</i>	defiant
<i>convenience</i>	convenient
evidence	<i>evident</i>
resistance	<i>resistant</i>
<i>independence</i>	independent
<i>violence</i>	violent
ignorance	<i>ignorant</i>
innocence	<i>innocent</i>
<i>silence</i>	silent
<i>reference</i>	referent
importance	<i>important</i>
intelligence	<i>intelligent</i>
<i>obedience</i>	obedient
<i>patience</i>	patient
residence	<i>resident</i>

TABLE 13.52: (continued)

Noun	Adjective
presence	<i>present</i>

Teaching Notes.

The *OED* tells the tangled tale of *-ance* and *-ence* in two tight paragraphs, at *-ance* and *-ence*.

Chapter Outline

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 - 14.23 LESSON FORTY-SEVEN
 - 14.24 LESSON FORTY-EIGHT
-

14.1 Lesson Twenty-five

Test Three

TABLE 14.1:

Words	Analysis
1. <i>accountant</i>	Prefix + free base + suffix = <u>ac</u> + <u>c</u> + <u>count</u> + <u>ant</u>
2. <i>chaos</i>	[k] = <ch> [ā] = <a> in the pattern <u>V</u> . <u>V</u>
3. <i>consequence</i>	[k] = <c> and <q> Prefix + bound base + suffix = <u>con</u> + <u>n</u> + <u>sequ</u> + <u>ence</u>
4. <i>existing</i>	Free stem + suffix = <u>exist</u> + <u>ing</u>
5. <i>experience</i>	[ks] = <x> Prefix + bound base + suffix = <u>ex</u> + <u>peri</u> + <u>ence</u>
6. <i>influence</i>	Prefix + free base + suffix = <u>in</u> + <u>flu</u> + <u>ence</u>
7. <i>obedient</i>	[ō] = <o> [ē] = <e> and <i> in the patterns <u>VCV</u> and <u>VV</u>
8. <i>patiently</i>	Bound base + suffix ¹ + suffix ² = <u>pati</u> + <u>ent</u> + <u>ly</u>
9. <i>silent</i>	[ī] = <i> in the pattern <u>VCV</u>
10. <i>unique</i>	[yī] = <u> [ē] = <i> [k] = <qu>

Teaching Notes.

Re: *existing*. The free stem *exist* analyzes to *ex* + *ist*, with the < s > deletion typical after <x>.

Re: *influence*. The free base *flu* is not related to the free base *flue* “a duct for smoke or air.” *Flue* is apparently from Old English; *flu* is from Latin. The noun *flu* “a common illness” was clipped from *influenza*.

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 14.2:

Noun	Suffix	Adjective
athlete	ic	<i>athletic</i>
occasion	al	<i>occasional</i>
profession	al	<i>professional</i>
patriot	ic	<i>patriotic</i>
nation	al	<i>national</i>
rhythm	ic	<i>rhythmic</i>
echo	ic	<i>echoic</i>
accident	al	<i>accidental</i>
education	al	<i>educational</i>
artist	ic	<i>artistic</i>

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 14.3:

Adjective	Noun	Suffix
enthusiastic	<i>enthusiast</i>	<i>ic</i>
democratic	<i>democrat</i>	<i>ic</i>
universal	<i>universe</i>	<i>al</i>
normal	<i>norm</i>	<i>al</i>
natural	<i>nature</i>	<i>al</i>
personal	<i>person</i>	<i>al</i>
rhythmic	<i>rhythm</i>	<i>ic</i>

TABLE 14.3: (continued)

Adjective	Noun	Suffix
agricultural	<i>agriculturé</i>	<i>al</i>
heroic	<i>hero</i>	<i>ic</i>
original	<i>origin</i>	<i>al</i>

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 14.4:

Adjective	Stem	Suffix #1	Suffix #2
critical	<i>crit</i>	<i>ic</i>	<i>al</i>
mechanical	<i>mechan</i>	<i>ic</i>	<i>al</i>
medical	<i>med</i>	<i>ic</i>	<i>al</i>
electrical	<i>electr</i>	<i>ic</i>	<i>al</i>
chemical	<i>chem</i>	<i>ic</i>	<i>al</i>
historical	<i>histor</i>	<i>ic</i>	<i>al</i>
technical	<i>techn</i>	<i>ic</i>	<i>al</i>
identical	<i>ident</i>	<i>ic</i>	<i>al</i>
musical	<i>musé</i>	<i>ic</i>	<i>al</i>
practical	<i>pract</i>	<i>ic</i>	<i>al</i>

Teaching Notes.

Item 4. The free base *muse*¹ refers to one of the Greek goddesses of the arts, the muses. It also occurs in *museum* and *music* and is related to the base in *mosaic*. It is not related to the free base *muse*² which probably carries the root meaning “muzzle” and occurred in Old French *muser* “to ponder or loiter; literally, stay with one’s nose in the air.” *Muse*² occurs in *amuse*, where the root meaning is something like “to cause to stand with one’s muzzle in the air, to cause to ponder or loiter.”

14.3 Lesson Twenty-seven

Another Suffix -

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 14.5:

Verb	Suffix	Noun
commit	al	<i>committal</i>
approve	al	<i>approval</i>
arrive	al	<i>arrival</i>
dismiss	al	<i>dismissal</i>
remove	al	<i>removal</i>
refer	al	<i>referral</i>
dispose	al	<i>disposal</i>
bury	al	<i>burial</i>
propose	al	<i>proposal</i>
try	al	<i>trial</i>
refuse	al	<i>refusal</i>
sign	al	<i>signal</i>

3. Which two nouns did you make that had twinning in them?

committal

referral

4. In which two nouns did you have to change a <y> to <i> when you added the suffix?

burial

trial

5. In which six nouns did you have to delete a final <e> when you added the suffix?

*approval**removal**proposal**arrival**disposal**refusal*

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, cross them out, 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 ^{beginning}~~beginning~~ for a word that ^{refers}~~referrs~~ to the place where so many people put in so many hours of work. But the ^{classical}~~classical~~ philosophers ^{preferred}~~prefered~~ to think of leisure as a time for study and learning. So these words all ^{stemmed}~~stemmed~~ from a Greek word that meant "a holding back, a rest, leisure": *school*, *schooling*, *schoolhouse*; *scholar*, *scholarly*, *scholarship*, *scholastic*, *scholastically*. In all of these words that <ch>spelling of [k] comes from the Greek letter *chi*, which is ^{written}~~writen~~ written 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 14.6:

Noun or Adjective	Bound Stem + Suffix or Suffixes
mystical	<i>myst + ic + al</i>
legal	<i>leg + al</i>
medical	<i>med + ic + al</i>
mortal	<i>mort + al</i>
mental	<i>ment + al</i>
technical	<i>techn + ic + al</i>
liberal	<i>liber + al</i>
public	<i>publ + ic</i>
physical	<i>phys + ic + al</i>
social	<i>soci + al</i>
criminal	<i>crimin + al</i>
elastic	<i>elast + ic</i>

2. Now try some the other way around:

TABLE 14.7:

Bound Stem + Suffix or Suffixes	Noun or Adjective
<i>myst + ic + al</i>	<i>mystical</i>
<i>mechan + ic + al</i>	<i>mechanical</i>
<i>chem + ic + al</i>	<i>chemical</i>
<i>loc + al</i>	<i>local</i>
<i>equ + al</i>	<i>equal</i>
<i>re + al</i>	<i>real</i>
<i>princip + al</i>	<i>principal</i>
<i>republ + ic</i>	<i>republic</i>
<i>gigant + ic</i>	<i>gigantic</i>
<i>capit + al</i>	<i>capital</i>
<i>com + ic + al</i>	<i>comical</i>
<i>immort + al</i>	<i>immortal</i>

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 mortury

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:

medication medicine remedy remedical medics

Teaching Notes.

Item 3. *Amortize* “to liquidate or extinguish a debt” comes from a Latin word that meant “to extinguish, to put to death.”

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 14.8:

Original Word	Analysis: Stem + Suffix	Is the original word a noun, or is it an adjective, or is it oth?	Is the stem a noun, or is it a verb, or is it bound?
survival	<i>surviv</i> + <i>al</i>	Noun	Verb
dismissal	<i>dismiss</i> + <i>al</i>	Noun	Verb
principal	<i>princip</i> + <i>al</i>	Both	Bound
physical	<i>physic</i> + <i>al</i>	Both	Noun
occasional	<i>occasion</i> + <i>al</i>	Adjective	Noun
trial	<i>try</i> + <i>i</i> + <i>al</i>	Noun	Verb
referral	<i>refer</i> + <i>r</i> + <i>al</i>	Noun	Verb
natural	<i>natur</i> + <i>al</i>	Both	Noun
professional	<i>profession</i> + <i>al</i>	Noun	Noun
refusal	<i>refus</i> + <i>al</i>	Noun	Verb
agricultural	<i>agricultur</i> + <i>al</i>	Adjective	Noun
arrival	<i>arriv</i> + <i>al</i>	Noun	Verb

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 14.9:

Adjective	= Stem + Suffix	Is the stem a noun, or is it bound?
actual	= <i>act</i> + <i>ual</i>	Noun
eventual	= <i>event</i> + <i>ual</i>	Noun
presidential	= <i>president</i> + <i>ial</i>	Noun
commercial	= <i>commerc</i> + <i>ial</i>	Noun
financial	= <i>financ</i> + <i>ial</i>	Noun
editorial	= <i>editor</i> + <i>ial</i>	Noun
intellectual	= <i>intellect</i> + <i>ual</i>	Noun
racial	= <i>rac</i> + <i>ial</i>	Noun
official	= <i>offic</i> + <i>ial</i>	Noun
usual	= <i>us</i> + <i>ual</i>	Noun

TABLE 14.9: (continued)

Adjective	= Stem + Suffix	Is the stem a noun, or is it bound?
individual	= <i>individē</i> + <i>ual</i>	<i>Bound</i>
annual	= <i>ann</i> + <i>ual</i>	<i>Bound</i>
spiritual	= <i>spirit</i> + <i>ual</i>	<i>Noun</i>
essential	= <i>essent</i> + <i>ial</i>	<i>Bound</i>
celestial	= <i>celest</i> + <i>ial</i>	<i>Bound</i>

Teaching Notes.

Item 2. Act, *finance*, and *use* can serve also as verbs. The bound stem *individe* contains the free stem *divide*.

The suffixes *-ial* and *-ual* will be discussed in the treatment of [sh] in lessons 40-42 in this book and in treatment of [j] in Book 8, Lesson 32, and in the treatment of [ch] in Book 8, Lesson 40.

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:

- Christine is her very best *friend*. Noun
- She's a very *friendly* person. Adjective
- The store just sent us our *monthly* bill. Adjective
- I thought we paid them off last *month*. Noun
- Their dog started howling again last *night*. Noun
- But its howling has become a *nightly* event. Adjective
- Her *father* just got up and left. Noun
- That's not a very *fatherly* thing to do. Adjective

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 14.10:

Adverb	= Adjective	+ Suffix
boldly	= <i>bold</i>	+ <i>ly</i>
solemnly	= <i>solemn</i>	+ <i>ly</i>
correctly	= <i>correct</i>	+ <i>ly</i>
immediately	= <i>immediate</i>	+ <i>ly</i>
equally	= <i>equal</i>	+ <i>ly</i>
slightly	= <i>slight</i>	+ <i>ly</i>
regularly	= <i>regular</i>	+ <i>ly</i>
exactly	= <i>exact</i>	+ <i>ly</i>
occasionally	= <i>occasional</i>	+ <i>ly</i>
angrily	= <i>angry</i> + <i>i</i>	+ <i>ly</i>
accidentally	= <i>accidental</i>	+ <i>ly</i>
joyfully	= <i>joyful</i>	+ <i>ly</i>
necessarily	= <i>necessary</i> + <i>i</i>	+ <i>ly</i>
sufficiently	= <i>sufficient</i>	+ <i>ly</i>

TABLE 14.10: (continued)

Adverb	= Adjective	+ Suffix
approximately	= <i>approximatē</i>	+ <i>ly</i>

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 14.11:

Noun	Adjective	Adverb
accident	<i>accidental</i>	<i>accidentally</i>
act	<i>actual</i>	<i>actually</i>
care	<i>careless, careful</i>	<i>carelessly, carefully</i>
faith	<i>faithful, faithless</i>	<i>faithfully, faithlessly</i>
fortune	<i>fortunate, fortuneless</i>	<i>fortunately</i>
fury	<i>furious</i>	<i>furiously</i>
haste	<i>hasty</i>	<i>hastily</i>
heart	<i>heartly, heartless</i>	<i>heartily, heartlessly</i>
joy	<i>joyous, joyful, joyless</i>	<i>joyously, joyfully, joylessly</i>
occasion	<i>occasional</i>	<i>occasionally</i>
origin	<i>original</i>	<i>originally</i>
person	<i>personal, personate</i>	<i>personally, personately</i>
success	<i>successful, successless</i>	<i>successfully, successlessly</i>
thought	<i>thoughtful, thoughtless</i>	<i>thoughtfully, thoughtlessly</i>
use	<i>useful, useless, usual</i>	<i>usefully, uselessly, usually</i>

Teaching Notes.

Item 1. Nouns are introduced in Book 2, Lesson 24, adjectives in Book 4, Lesson 3.

Item 3. Be sure the students get the double <l>'s in the adverbs *joyfully*, *accidentally*, *occasionally*, and *equally*- one <l>from *-al*, one from *-ly*.

Item 4. We ask the students for only one adjective and adverb for each noun, but some nouns can take more than one of the given suffixes to form different adjectives. The listing in the table above is fairly exhaustive. There is apparently no adverb *fortunelessly*, though its meaning is clear and it may well become used at any time. The adjective *personate* is from botany and zoology. There may well be other adjectives and adverbs that are not given above: The language changes, and dictionaries don't always agree. My personal criterion is, "If you can find it in a respected dictionary, it's a word."

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 14.12:

Adverb	Analysis: Verb + Suffixes
disgustedly	<i>disgust + ed + ly</i>
charmingly	<i>charm + ing + ly</i>
repeatedly	<i>repeat + ed + ly</i>
surprisingly	<i>surprise + ing + ly</i>
accordingly	<i>accord + ing + ly</i>
decidedly	<i>decide + ed + ly</i>
hurriedly	<i>hurry + i + ed + ly</i>
supposedly	<i>suppose + ed + ly</i>
exceedingly	<i>exceed + ing + ly</i>
disappointingly	<i>disappoint + ing + ly</i>

4. Combine the following elements to form adverbs. Show any changes that occur when the elements combine:

TABLE 14.13:

Elements	Adverb
enter + tain + ing + ly	<i>entertainingly</i>
ad + mit + t + ed + ly	<i>admittedly</i>
ad + p + provē + ing + ly	<i>approvingly</i>
sur + prisē + ing + ly	<i>surprisingly</i>
un + hurry + ed + ly	<i>unhurriedly</i>
inter + est + ed + ly	<i>interestedly</i>
pro + misē + ing + ly	<i>promisingly</i>
di + stingu + ish + ed + ly	<i>distinguishedly</i>

Teaching Notes.

Item 1. Be sure that the youngsters all see that *yesterday* signals “in the past” and that *right now* signals “still going on,” reinforcing the meaning of the respective suffixes *-ed* and *-ing*. You might get them to discuss the effect of a mixed sentence like “They are listening to music yesterday,” where the meaning of *yesterday* clashes with the meaning of the *-ing* suffix. What is being discussed here is the use of past participles (with *-ed*) and present participles (with *-ing*), which are adjectives that are derived directly from verbs. Past participles are introduced in Book 4, Lesson 32.

Item 4. In *distinguishedly* the prefix *di-* is a partially assimilated form of *dis-*. The suffix *-ish* is a common ending on English verbs borrowed from French: *abolish*, *accomplish*, *banish*, *blandish*, *blemish*, *brandish*, *burnish*, *cherish*, *demolish*, *embellish*, *establish*, *finish*, *flourish*, *furish*, *furnish*, *garnish*, *impoverish*, *languish*, *nourish*, *perish*, *polish*, *punish*, *ravish*, *relinquish*, *replenish*, *tarnish*, *vanish*, *varnish*.

This suffix *-ish* occurs by analogy in some verbs that are not from French: *admonish*, *astonish*, *diminish*, *distinguish*, *famish*, *lavish*, *publish*, *relish*, etc.

This *-ish*, usually listed in dictionaries as *-ish²*, is not related to *-ish¹*, which is added to nouns and adjectives to form adjectives: *boy*, *boyish*; *red*, *reddish*; etc.

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 14.14:

Adverb	= Stem ending in <c>	+ <i>-al</i>	+ <i>-ly</i>
basically	= <i>basic</i>	+ <i>al</i>	+ <i>ly</i>
athletically	= <i>athletic</i>	+ <i>al</i>	+ <i>ly</i>
democratically	= <i>democratic</i>	+ <i>al</i>	+ <i>ly</i>
scientifically	= <i>scientific</i>	+ <i>al</i>	+ <i>ly</i>
characteristically	= <i>characteristic</i>	+ <i>al</i>	+ <i>ly</i>
sympathetically	= <i>sympathetic</i>	+ <i>al</i>	+ <i>ly</i>
artistically	= <i>artistic</i>	+ <i>al</i>	+ <i>ly</i>
heroically	= <i>heroic</i>	+ <i>al</i>	+ <i>ly</i>
ecstatically	= <i>ecstatic</i>	+ <i>al</i>	+ <i>ly</i>
patriotically	= <i>patriotic</i>	+ <i>al</i>	+ <i>ly</i>
enthusiastically	= <i>enthusiastic</i>	+ <i>al</i>	+ <i>ly</i>
electrically	= <i>electric</i>	+ <i>al</i>	+ <i>ly</i>

Notice the <ll>'s in all of these words: one 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 <y> to <i>.

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 the first one:

TABLE 14.15:

Adverb	= Adjective that ends in <y>	+ Suffix <i>-ly</i>
merrily	= <i>merry + i</i>	+ <i>ly</i>

TABLE 14.15: (continued)

Adverb	= Adjective that ends in <y>	+ Suffix -ly
angrily	= <i>angry</i> + <i>i</i>	+ <i>ly</i>
busily	= <i>busy</i> + <i>i</i>	+ <i>ly</i>
extraordinarily	= <i>extraordinary</i> + <i>i</i>	+ <i>ly</i>
uneasily	= <i>uneasy</i> + <i>i</i>	+ <i>ly</i>
icily	= <i>icy</i> + <i>i</i>	+ <i>ly</i>
hastily	= <i>hasty</i> + <i>i</i>	+ <i>ly</i>
satisfactorily	= <i>satisfactory</i> + <i>i</i>	+ <i>ly</i>
readily	= <i>ready</i> + <i>i</i>	+ <i>ly</i>
heartily	= <i>heartly</i> + <i>i</i>	+ <i>ly</i>
steadily	= <i>steady</i> + <i>i</i>	+ <i>ly</i>
heavily	= <i>heavy</i> + <i>i</i>	+ <i>ly</i>
necessarily	= <i>necessary</i> + <i>i</i>	+ <i>ly</i>
ordinarily	= <i>ordinary</i> + <i>i</i>	+ <i>ly</i>
temporarily	= <i>temporary</i> + <i>i</i>	+ <i>ly</i>

Teaching Notes.

Item 3. Why *publicly* is a holdout to the *-al* insertion pattern is not entirely clear. But it may have something to do with the fact that the <ic>spelling of both *publicly* and *public* came very late. Earlier spellings of *public* were *publyke*, *publike*, *publique*, *publicque*, *publycke*, *publyque*, *publicke*, *publick*, *publiq*. In the 16

th century *public* appeared and quickly became the standard. *Publicly* did not appear until the 19th century. *Then* – obsolete, but more regular, *publically* is given by the OED as an accepted variant, though contemporary American – English dictionaries of the 19th centuries.

Item 4. There are some complications to the <y>to <i > change: The shift occurs in *daily* (*day* + *i* + *ly*) even though the <y>is preceded not by a consonant but by a vowel. In *dryly* and *shyly* the change does not occur, although there is a more regular variant *drily*.

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 procedures 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 turn 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 14.16:

Noun, Adjective, or Verb	Process	Adverb
haste	<i>hastē + y + i + ly</i>	<i>hastily</i>
accident	<i>accident + al</i>	<i>accident + al + ly</i>
actual	<i>actual + ly</i>	<i>actually</i>
enthusiastic	<i>enthusiastic + al + ly</i>	<i>enthusiastically</i>
extraordinary	<i>extraordinary + i + ly</i>	<i>extraordinarily</i>
heart	<i>heart + y + i + ly</i>	<i>heartily</i>
origin	<i>origin + al + ly</i>	<i>originally</i>
promise	<i>promisē + ing + ly</i>	<i>promisingly</i>
necessary	<i>necessarȳ + i + ly</i>	<i>necessarily</i>
patriot	<i>patriot + ic + al + ly</i>	<i>patriotically</i>
success	<i>success + ful + ly</i>	<i>successfully</i>
thought	<i>thought + less + ly</i>	<i>thoughtlessly</i>
disappoint	<i>disappoint + ing + ly</i>	<i>disappointingly</i>
base	<i>basē + ic + al + ly</i>	<i>basically</i>
use	<i>usē + ual + ly</i>	<i>usually</i>
solemn	<i>solemn + ly</i>	<i>solemnly</i>
satisfactory	<i>satisfactorȳ + i + ly</i>	<i>satisfactorily</i>
scientific	<i>scientific + al + ly</i>	<i>scientifically</i>
surprise	<i>surprisē + ing + ly</i>	<i>surprisingly</i>
person	<i>person + al + ly</i>	<i>personally</i>
sun	<i>sun + n + y + i + ly</i>	<i>sunnily</i>
occasion	<i>occasion + al + ly</i>	<i>occasionally</i>
angry	<i>angrȳ + i + ly</i>	<i>angrily</i>
care	<i>care + ful + ly</i>	<i>carefully</i>
steady	<i>steadȳ + i + ly</i>	<i>steadily</i>
uneasy	<i>uneasȳ + i + ly</i>	<i>uneasily</i>
logic	<i>logic + al + ly</i>	<i>logically</i>
immediate	<i>immediate + ly</i>	<i>immediately</i>
fortune	<i>fortunatē + ate + ly</i>	<i>fortunately</i>
admit	<i>admit + t + ed + ly</i>	<i>admittedly</i>
decide	<i>decidē + ed + ly</i>	<i>decidedly</i>
busy	<i>busȳ + i + ly</i>	<i>busily</i>

TABLE 14.16: (continued)

Noun, Adjective, or Verb	Process	Adverb
ecstatic	<i>ecstatic + al + ly</i>	<i>ecstatically</i>
ice	<i>icē + y + i + ly</i>	<i>icily</i>
faith	<i>faith + ful + ly</i>	<i>faithfully</i>

2. Now try some the other way around. Combine the elements you are given to form adverbs:

TABLE 14.17:

Elements	Adverb
mus e + ic + al + ly	<i>musically</i>
in + ex + act + ly	<i>inexactly</i>
in + cor r + r + rect + ly	<i>incorrectly</i>
in + stinct + ive + ly	<i>instinctively</i>
im m + m + medi + ate + ly	<i>immediately</i>
inter + est + ed + ly	<i>interestedly</i>
ordin + ary + i + ly	<i>ordinarily</i>
sub b + c + cinct + ly	<i>succinctly</i>
in + ex f + f + feet + ive + ly	<i>ineffectively</i>
un + hurry + i + ed + ly	<i>unhurriedly</i>
un + doubt + ed + ly	<i>undoubtedly</i>
tempor + ary + i + ly	<i>temporarily</i>

Teaching Notes.

Items 1 and 2. It's important that the youngsters put in all of the intermediate steps, as we have done with *hastily*, showing the intermediate adjective form, *hasty* that is necessary to use the *-ly* suffix for changing adjectives to adverbs. Some youngsters may find it easier to figure out in their heads what the adverb is so that they fill out the Adverbs column first and then go back to work out the process that got them there. That's fine, just so long as they eventually get both columns filled out correctly.

14.10 Lesson Thirty-four

Test Four

TABLE 14.18:

Words

1. *agricultural*
2. *angrily*
3. *enthusiastic*
4. *medical*
5. *mystical*
6. *occasionally*
7. *original*
8. *patriotically*
9. *personally*
10. *technically*

Analysis

Free stem + suffix = agricultur + al

Free stem + suffix = angry + i + ly

Free stem + suffix = enthusiast + ic

Bound base + suffix¹ + suffix² = med + ic + al

Bound base + suffix¹ + suffix² = myst + ic + al

Free stem + suffix¹ + suffix² = occasion + al + ly

Free stem + suffix = origin + al

Free stem + suffix¹ + suffix² + suffix³ = patriot + ic + al + ly

Free stem + suffix¹ + suffix² = person + al + ly

Bound base + suffix¹ + suffix² + suffix³ = techn + ic + al + ly

14.11 Lesson Thirty-five

Homophones and Near-Homophones

- 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.”
- 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	loose, lose
cell, sell	mussel, muscle
cellar, seller	phase, faze
cent, sent, scent	please, pleas
cereal, serial	pries, prize
cite, sight, site	prose, pros
conscience, conscious	quarts, quartz
cymbal, symbol	recent, resent
decent, descent	refuse, refuge
device, devise	sects, sex
discuss, discuss	sic(k)s, six
hiss, his	vice, vise

Sort the sets into the following groups:

TABLE 14.19:

Homophones

cell, sell
cellar, seller
cent, sent, scent
cereal, serial
sight, cite, site
quarts, quartz
cymbal, symbol
muscle, mussel
phase, faze

Homophones

please, pleas
pries, prize
prose, pros
sects, sex
sic(k)s, six
vice, vise

Near-homophones

advice, advise
conscience, conscious
decent, descent
device, devise
discus, discuss
hiss, his
loose, lose
recent, resent
refuse, refuge

- Two of the sets are homophones because of different spellings of [ks]. Write them into the following table:

*sects, sex**sic(k)s*

4. Four of the sets are homophones partly because of different spellings of the sound [z]:

*phase, faze**pries, prize**please, please**prose, pros*

5. Ten of the sets are homophones partly because of different spellings of the sound [s]:

*cell, sell**cite, sight, site**mussel, muscle**cellar, seller**quarts, quartz**vice, vise**cent, sent, scent**cymbal, symbol**cereal, serial**discuss, discus*

6. Six of the sets of near-homophones contain a word with [z] spelled < s >:

*advice, advise**hiss, his**recent, resent**device, devise**loose, lose**refuge, refuse*

7. Two of the sets of near-homophones involve shifting the stress from the first to the second vowel:

*decent, descent**discus, discuss*

8. One of the sets of near-homophones involves an [n] near the end of one of the words that can easily get lost:

conscience, conscious

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	loose, lose
cell, sell	mussel, muscle
cellar, seller	phase, faze
cent, sent, scent	please, pleas
cereal, serial	pries, prize
cite, sight, site	prose, pros
conscience, conscious	quarts, quartz
cymbal, symbol	recent, resent
decent, descent	refuse, refuge
device, devise	sects, sex
discuss, discus	sic(k)s, six
hiss, his	vice, vise

2. Six of the sets contain a word that ends with one of the suffixes *-s* or *-es*. Write them into the left column below and analyse each into its stem and suffix. Then in the right column write in the other words in each of the six sets:

TABLE 14.20:

Word = Stem + suffix	Other word in the set
<i>pleas</i> = <i>plea</i> + <i>s</i>	<i>please</i>
<i>pries</i> = <i>pry</i> + <i>i</i> + <i>es</i>	<i>prize</i>
<i>pro</i> + <i>s</i>	<i>prose</i>
<i>quart</i> + <i>s</i>	<i>quartz</i>
<i>sect</i> + <i>s</i>	<i>sex</i>
<i>sic(k)</i> + <i>s</i>	<i>six</i>

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:

please

prize

prose

4. In two of the words in the “Other words” column the letter <x>is spelling [ks]:

sex

six

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 17

th century people began adding the < c >, and no one is quite sure why. The three words in this set are

cent

sent

scent

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

cereal

serial

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

mussel

muscle

iv. *Symbol* “sign, representation” analyzes to *syml* + *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

symbol

cymbal

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

phase

faze

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

sight

site

cite

Teaching Notes.

Item 5iii. The pronunciation of *muscle* is unusual: The <c>before <l>should not be soft; it should be hard as it is, for instance, in *barnacle* and *oracle*. In past centuries some of the spellings indicate that the <c>was hard: *muskle*, *muskel*, *musckle*, *muskell*. Otto Jespersen observes that during the Middle English period [k] in the cluster [sk] was sometimes lost, as in *muscle*. He also suggests a parallel with the very old and common pronunciation of *asked* as [ast] rather than [askt]. Some dictionaries show [ast] as an accepted variant of [askt].

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 14.21:

Noun	= Verb	+ Suffix
concentration	= <i>concentrat</i> ϕ	+ <i>ion</i>
subtraction	= <i>subtract</i>	+ <i>ion</i>
collection	= <i>collect</i>	+ <i>ion</i>
communication	= <i>communicat</i> ϕ	+ <i>ion</i>
perfection	= <i>perfect</i>	+ <i>ion</i>
infection	= <i>infect</i>	+ <i>ion</i>
invention	= <i>invent</i>	+ <i>ion</i>
possession	= <i>possess</i>	+ <i>ion</i>
supervision	= <i>supervis</i> ϕ	+ <i>ion</i>
appreciation	= <i>appreciat</i> ϕ	+ <i>ion</i>

2. Try some the other way around. Add *-ion* to each of the following verbs to turn them into nouns:

TABLE 14.22:

Verb	+ Suffix	= Noun
educatϕ	+ <i>ion</i>	= <i>education</i>
instruct	+ <i>ion</i>	= <i>instruction</i>
legislatϕ	+ <i>ion</i>	= <i>legislation</i>
contribution	+ <i>ion</i>	= <i>contribution</i>
accommodatϕ	+ <i>ion</i>	= <i>accommodation</i>
constitutϕ	+ <i>ion</i>	= <i>constitution</i>
express	+ <i>ion</i>	= <i>expression</i>
demonstratϕ	+ <i>ion</i>	= <i>demonstration</i>
restrict	+ <i>ion</i>	= <i>restriction</i>
distributϕ	+ <i>ion</i>	= <i>distribution</i>
decoratϕ	+ <i>ion</i>	= <i>decoration</i>
indicatϕ	+ <i>ion</i>	= <i>indication</i>

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 14.23:

Noun	= Bound Stem	+ Suffix
occasion	= <i>occas</i> (ϕ)	+ <i>ion</i>

TABLE 14.23: (continued)

Noun	= Bound Stem	+ Suffix
mention	= <i>ment</i>	+ <i>ion</i>
ambition	= <i>ambit</i>	+ <i>ion</i>
recognition	= <i>recognit</i>	+ <i>ion</i>
dimension	= <i>dimens(ϕ)</i>	+ <i>ion</i>
fraction	= <i>fract</i>	+ <i>ion</i>
proportion	= <i>proport</i>	+ <i>ion</i>
fiction	= <i>fict</i>	+ <i>ion</i>
function	= <i>funct</i>	+ <i>ion</i>
precaution	= <i>precaut</i>	+ <i>ion</i>

4. The suffix *-ion* is used to turn verbs into nouns. It is also added to bound stems to make nouns.

Teaching Notes.

Item 3. Technically, the bases in the bound stems of *occasion* and *dimension* are the free base *case* “instance, situation” and the bound base *mense* “measure. Since it may be a bit much to expect students to recognize the connections, it may be best to accept analyses with either final <e>deletion or simple addition.

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 14.24:

Noun	Analysis: Bound stem + suffix	Related Verb
satisfaction	<i>satisfact</i> + <i>ion</i>	<i>satisfy</i>
admission	<i>admiss</i> + <i>ion</i>	<i>admit</i>
decision	<i>decis(e)</i> + <i>ion</i>	<i>decide</i>
repetition	<i>repetit</i> + <i>ion</i>	<i>repeat</i>
introduction	<i>introduc</i> + <i>ion</i>	<i>introduce</i>
extension	<i>extens(e)</i> + <i>ion</i>	<i>extend</i>
description	<i>descript</i> + <i>ion</i>	<i>describe</i>
commission	<i>com miss</i> + <i>ion</i>	<i>commit</i>
reception	<i>recept</i> + <i>ion</i>	<i>receive</i>
division	<i>divis(e)</i> + <i>ion</i>	<i>divide</i>
recognition	<i>recognit</i> + <i>ion</i>	<i>recognize</i>
apprehension	<i>apprehens</i> + <i>ion</i>	<i>apprehend</i>
explosion	<i>explos</i> + <i>ion</i>	<i>explode</i>
permission	<i>permiss</i> + <i>ion</i>	<i>permit</i>
suspicion	<i>susplic(e)</i> + <i>ion</i>	<i>suspect</i>

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 14.25:

Noun	= Verb	+ Suffix
admiration	= <i>admiré</i>	+ <i>ation</i>

TABLE 14.25: (continued)

Noun	= Verb	+ Suffix
civilization	= <i>civiliz</i> é	+ <i>ation</i>
determination	= <i>determin</i> é	+ <i>ation</i>
examination	= <i>exam</i> iné	+ <i>ation</i>
information	= <i>inform</i>	+ <i>ation</i>
limitation	= <i>limit</i>	+ <i>ation</i>
observation	= <i>observ</i> é	+ <i>ation</i>
recommendation	= <i>recommend</i>	+ <i>ation</i>

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	

TABLE 14.26:

Noun	Analysis: Bound stem + suffix	Related Verb
acclamation	<i>acclam</i> + <i>ation</i>	<i>acclaim</i>
occupation	<i>occup</i> + <i>ation</i>	<i>occupy</i>
application	<i>applic</i> + <i>ation</i>	<i>apply</i>
proclamation	<i>proclam</i> + <i>ation</i>	<i>proclaim</i>
revelation	<i>revel</i> + <i>ation</i>	<i>reveal</i>
explanation	<i>explan</i> + <i>ation</i>	<i>explain</i>
exclamation	<i>exclam</i> + <i>ation</i>	<i>exclaim</i>
indignation	<i>indign</i> + <i>ation</i>	

4. The double suffix *-ation* is often added to *verbs* and *bound stems* to make *nouns*.

Teaching Notes.

Item 1. The bases in five of the bound stems in this table actually end with a silent final <e> that must be deleted when *-ion* is added: (i) *decision* contains the base *cise* “cut”, which also occurs in *concise*; (ii) *repetition* contains *petite* “seek”, which also occurs in *appetite*; (iii) *extension* contains *tense* “stretch” as in *intense*; (iv) *division* contains the bound base *vise* “separate,” as in *devise*; (v) *suspicion* contains *spice* “look at,” as in *auspice*. (*Auspice* analyzes to *au* + *spice*, the base *au* “bird” being a form of our base *av* as in *avian* and *aviary*. The Latin source word for *auspice* referred to divination and prophecy based on watching the flight of birds.) You can decide whether to require your students to hold to the letter of the law and show the <e>deletions in their analyses or to allow them simple additions, on the grounds that these are pretty subtle relationships, as between *suspicion* and *auspice*, for instance. One strategy would be to have the students work the table on their own, assuming that most of them will choose simple addition for the five listed above. Then you might point out, for instance, that *division* is closely related to *devise* and ask how that knowledge suggests an analysis other than *divis* + *ion*?

The bases in three of the bound stems look as if they could well end with a silent final <e>: *recognit*, *apprehens*, *explos*. However, there are no known instances of words ending in these bases and thus requiring the final <e>. In the spirit of keeping procedures as simple as possible, we assume simple addition here rather than final <e>deletion.

Item 2. The criterion for deciding that these nouns all take *-ation* rather than *-ion* is that there are no intermediate <ate>forms: We have, say, *admire* and *admiration*, but no **admirate*. Of course, the language is ever changing and intermediate forms in <ate>may well come into use.

Item 3. Today we no longer have a verb spelled <indign>. The *OED* lists an obsolete *indign*, last cited in the 17th century, which meant to treat with indignity; to resent. ■ The *OED* offers this intriguing citation: *1 Diana, indigning this insolency, ro*

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:

<u>s</u> hepherdess	horse <u>s</u> hoe	accompl <u>sh</u> ed	<u>s</u> heriff
nour <u>sh</u>	kin <u>sh</u> ip	<u>sh</u> ocking	friend <u>sh</u> ip
self <u>sh</u>	<u>sh</u> rieked	after <u>sh</u> ock	publ <u>sh</u> er
<u>sh</u> oulder	dist <u>sh</u> inguish	<u>sh</u> udder	van <u>sh</u>

2. Sort the words into these two groups:

TABLE 14.27: Words with [sh] spelled <sh>at the

front of an element

shepherdess
shoulder
horseshoe
kinship
shrieked
shocking
aftershock
shudder
sheriff
friendship

end of an element

nourish
selfish
distinguish
accomplished
publisher
vanish

3. One common spelling of [sh] is <sh>, which usually comes at the *front* or at the *end* 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:

<u>ch</u> ivalry	<u>ch</u> aperon	<u>sch</u> lemiel
cro <u>ch</u> et	<u>sch</u> wa	ma <u>ch</u> ine
<u>sch</u> nook	<u>ch</u> ampagne	<u>ch</u> auffeur
para <u>ch</u> ute	mu <u>stach</u> e	pi <u>stach</u> io
<u>ch</u> agrin	<u>sch</u> lock	non <u>ch</u> alant

5.

TABLE 14.28: Words with [sh] spelled

Way#1		Way #2
<i>chivalry</i>	<i>mustache</i>	<i>schnook</i>
<i>crochet</i>	<i>machine</i>	<i>schwa</i>
<i>parachute</i>	<i>chauffeur</i>	<i>schlock</i>
<i>chagrin</i>	<i>pistachio</i>	<i>schlemiel</i>
<i>chaperon</i>	<i>nonchalant</i>	
<i>champagne</i>		

6: Three ways to spell [sh] are <sh>, <ch>, and <sch>.

Teaching Notes.

Item 2. In order to decide on the location of <sh>in elements, students must work out, either in their heads or on scratch paper, the analysis of words like *horseshoe* (horse + shoe), *kinship* (kin+ship), *accomplished* (accomplish + ed), *aftershock* (after + shock), *friendship* (friend + ship), *publisher* (publish + er). If they have trouble with this more casual act of analysis, you might add a step between Items 1 and 2 in which they work out, perhaps as a group, the analysis of the sixteen words, looking always for an element boundary either right before or right after the <sh>.

Item 4. 1. Although in Old English [sh] was spelled <sc>, and <sh>was not introduced until after the Norman Conquest by the Norman-French scribes, <sh>has become the “normal” or “English” spelling of [sh]. The <ch>spelling is most common in recent French adoptions. (The <ch>spellings of [sh] in *Chicago* and *Michigan* reflect the early French influence in the area.) The <sch>spelling is found in some German words, especially proper names. But usually it is found in words from Hebrew and Yiddish, particularly in a set of Yiddish pejorative terms of which *schlemiel*, *schlock*, and *schnook* are only three. For more on [sh] and its spellings, see *AES*, pp. 407-12.

14.16 Lesson Forty

Very Often [sh] is Spelled <t>

1. Although we usually think of <sh> as the way [sh] is spelled, actually [sh] 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:

educat <u>io</u> nal	president <u>ia</u> l	prescript <u>i</u> on	accommodat <u>io</u> n
impat <u>i</u> ence	init <u>i</u> al	repetit <u>i</u> on	fract <u>i</u> on
indicat <u>i</u> on	possess <u>i</u> on	invent <u>i</u> ons	dimens <u>i</u> on
express <u>i</u> on	quotat <u>i</u> on	exclam <u>a</u> tion	affectionat <u>e</u> ly
missionar <u>i</u> es	extens <u>i</u> on	subtrac <u>t</u> ion	delet <u>i</u> on

2. Sort the words into these two groups:

TABLE 14.29: Words in which [sh]

is spelled <t>

educational
impatience
indication
presidential
initial
quotation
prescription
repetition

inventions
exclamation
subtraction
accommodation
fraction
affectionately
deletion

is not spelled <t>

expression
missionaries
possession
extension
dimension

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 14.30:

Words	<t>spells	Words	<t>spells	Words	<t>spells
<i>judgement</i>	[t]	mustache	[t]	association	[sh]
<i>partial</i>	[sh]	conventional	[sh]	technical	[t]
affection	[sh]	initial	[sh]	proportion	[sh]
traffic	[t]	onchalant	[t]	examination	[sh]
nation	[sh]	extension	[t]	reception	[sh]
impatience	[sh]	incorrect	[t]	deletion	[sh]
educated	[t]	education	[sh]	appreciation	[sh]

4. Sort the words from Item 3 into this matrix:

TABLE 14.31: Words in which <t>. ..

	spells [sh]	does not spell [sh]
Words with the <t>at the front or the end		<i>judgement</i> <i>traffic</i> <i>nonchalant</i> <i>incorrect</i> <i>technical</i>
Words with the <t>in the middle	<i>partial</i> <i>affection</i> <i>nation</i> <i>impatience</i> <i>conventional</i> <i>initial</i> <i>education</i> <i>association</i> <i>proportion</i> <i>examination</i> <i>reception</i> <i>deletion</i> <i>appreciation</i>	<i>educated</i> <i>mustache</i>

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? No

6. Whenever <t>spells [sh], where is it in the word? In the middle

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**.

Teaching Notes.

1. If <sh>is the “English” spelling of [sh] and <ch>is the “French” spelling, <t>is the “Latin” spelling, since nearly all, or all, of the words with [sh] = <t>come from Latin.

2. The <t>spelling of [sh], and the other spellings examined in this and the next lesson, are all due to a process called **palatalization**. The palate is the roof of the mouth. A sound is said to be palatalized when the place where it is pronounced in the mouth is pushed back so that it is pronounced against the palate.

For instance, the sound [t], which <t>normally spells, is pronounced by pressing the tongue against the back of the upper teeth or against the dental, or alveolar, ridge from which the teeth grow. If you move your tongue back so that it presses against your palate and try to pronounce [t], you make a sound that is like [t] followed by a [sh], [tsh], which is actually the [ch] sound. So the palatalized pronunciation of [t] is [tsh], or [ch]. Over the centuries the [tsh] simplified to [sh], giving us the sound we are looking at in these lessons.

Thus, the <t>spelling of [sh] is due to the movement of the sound back in the mouth, to the palate, followed by a simplification of [tsh] to [sh]. The basic trigger is the unstressed < i > following the <t>: When that unstressed < i > is followed by another unstressed vowel, it simplifies to a [y]-like glide, and the sequence [ty] pulls the tongue back onto the palate. That movement back to the palate leads ultimately to the [sh] sound.

You may have noticed that in many of the words in which <t>spells [sh], the <t>is followed by the suffix *-ion*, as in *affection* and *deletion*. Notice that *-ion* starts with an < i > that is followed by another vowel, <o>, and that both the < i > and the <o>are unstressed. So *-ion* provides a perfect setting for palatalization and for <t>to spell [sh]. And *-ion* is a very common suffix in modern English.

AES provides more details on the palatalized spellings of [sh] (pp. 409-12), and most books on English phonetics

and phonology discuss palatalization in considerable detail.

14.17 Lesson Forty-one

Where and When [sh] is Spelled <t>

1. Is [sh] ever spelled <t>at the beginning of a word? No Is [sh] ever spelled <t>at the end of a word? No
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	vv	vv	vv
association	quotient	repetition	constitution
vv	vv	vv	vv
conventions	proportion	affectionately	restrictions
vv	vv	vv	vv
fractions	subtraction	prescription	quotation
vv	vv	vv	vv
deletion	impatience	reception	immigration
vv	vv	vv	vv

3. You should have found that in every word there was always the same pattern following the <t>. Was it CC, CV, W, or VC? VV
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? <i>
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 14.32:

<t>spells [t]	<t>spells [sh]
native	nátion
receptive	recéption
parting	pártial
deleted	delétion
immigrated	immigrátion
fractal	fráction
affecting	afféction

6. In the words in the right column above is the <t>always followed by an <i> and another vowel? Yes In the words in the left column is the <t>ever followed by an <i> and another vowel? No

7. In the right column what sound does <t>spell? [sh] In the left column what sound does <t>spell? [t]

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? No

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 14.33:

Word	= Stem + Suffix -ion
legislatio	= <i>legislat</i> + <i>ion</i>
indication	= <i>indicat</i> + <i>ion</i>
calculation	= <i>calculat</i> + <i>ion</i>
restriction	= <i>restrict</i> + <i>ion</i>
contribution	= <i>contribut</i> + <i>ion</i>
appreciation	= <i>appreciat</i> + <i>ion</i>
precaution	= <i>precaut</i> + <i>ion</i>

Teaching Notes.

As was said in the Teaching Notes to Lesson 40, the trigger here is the unstressed <i> following the <t>: When the <i> is followed by another unstressed vowel, the <i> tends to simplify to a [y]-glide. Articulating a [y]-glide tends to pull the tongue back to the palate, which leads to [tsh] and ultimately [sh]. The sequence is [ti] > [ty] > [tsh] > [sh]. There are a very few holdouts worth mentioning:

14.18 Lesson Forty-two

More Spellings of [sh]: <c>, <sc>, <ss>, and

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

exp <u>re</u> s <u>si</u> o <u>n</u>	off <u>ic</u> ial	dimen <u>s</u> io <u>n</u>	con <u>sc</u> ience
so <u>ci</u> al	susp <u>ic</u> ious	su <u>cc</u> ess <u>io</u> n	mi <u>ss</u> ionary
con <u>sc</u> iously	fin <u>an</u> cial	elec <u>tr</u> ic <u>ia</u> n	pos <u>se</u> ss <u>io</u> n
rac <u>ia</u> l	inter <u>mi</u> ss <u>io</u> n	appreh <u>en</u> s <u>io</u> n	spe <u>ci</u> ally
exten <u>s</u> io <u>n</u>	susp <u>en</u> s <u>io</u> n	suff <u>ic</u> iently	man <u>si</u> o <u>n</u>

2. Sort the words into these four groups:

TABLE 14.34: Words with [sh] spelled...

<c>	< s >	<ss>	<sc>
<i>social</i>	<i>extension</i>	<i>expression</i>	<i>consciously</i>
<i>racial</i>	<i>suspension</i>	<i>intermission</i>	<i>conscience</i>
<i>official</i>	<i>dimension</i>	<i>succession</i>	
<i>suspicious</i>	<i>apprehension</i>	<i>missionary</i>	
<i>financial</i>	<i>mansion</i>	<i>possession</i>	
<i>electrician</i>			
<i>sufficiently</i>			
<i>specially</i>			

3. Look carefully at your four groups of words and answer the following questions:

- When [sh] is spelled < s > <c>, <sc>, or <ss>, are the next two letters always vowels or consonants or what? Always vowels
 - What letter always comes right after the < s > ,<c>, <sc>, or <ss>? < i >
 - Do the vowels after the < s > , <c>, <sc>, or <ss> have weak stress or heavy stress? Weak
4. There is one more spelling of [sh]. Underline the letters that spell [sh] in these words:

s <u>u</u> gar	ass <u>u</u> red	ins <u>u</u> rance
f <u>is</u> sure	press <u>u</u> re	iss <u>u</u> e
tiss <u>u</u> e	cens <u>u</u> re	s <u>u</u> re

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>? < u >
- b. What letter almost always comes after that one? <r>
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 <sh>, <ch>, <sch>, <t>, <c>, < s >, <sc> and <ss>.
7. Those spellings of [sh] that are **always** followed by an unstressed < i > and another unstressed vowel are <t>, <c>, < s >, <sc>, and <ss>.

Teaching Notes.

In this lesson it is important that the students see that the setting in which <c> and <sc> spell [sh] is basically the same as the setting in which <t> spells [sh] and that the settings for < s > and <ss> are also usually the same, though < s > and <ss> also can spell [sh] before < u >. The underlying cause for these spellings is once again the palatalization described in the previous lessons.

2. Item 1: Notice that the <sc> spelling is pretty much restricted to words that contain the bound base *sci*, “know.” *Sci* also occurs in the words *science* and *scientific*, without palatalization because the < i > is stressed.

3. Item 3(b): One noteworthy holdout to this stipulation is *ocean*, with [sh] spelled with a <c> that is followed with <e> rather than < i >. From its first appearance in English until the 17

th century, *ocean* was often spelled <ocian>, > in line with the pattern described in 3(b). But in the 17th century the spelling settled on the <e> rather than <i>. Two other holdouts are the suffixes *-aceous* and *-acean*, which have kept the original Latin spelling.

4. Item 4: Notice that we are dealing here almost exclusively with words that contain the base *sure* or the suffix *-ure* added to a stem that ends < s > or <ss>. It seems likely that earlier there was a [y]-like glide at the front of the < u > vowels in these words, as there still is in words like *fuel*. In the case of the words with a following [r] listed here, the [y]-glide triggered a palatalization similar to that triggered by the < i > in words like *dimension*.

The wildcard, of course, is *sugar*. Probably the same thing happened with it, though it is not clear why it happened just to *sugar*. There is, in fact, more than one unknown in the history of this word. For instance, we are not even sure where the [g] and <g> come from, since its earliest English forms had [k]. There is a distant relationship with *saccharin*. We adopted the word from French, and the Modern French word is *sucre*.

5. Item 5: The discussion question asked here requires that the students know the normal conditions for the palatalized spellings of [sh]. For students who still have trouble holding all of those conditions in their minds at once, ask them to look at and listen to the words in the table and do the following things: (i) underline the letters that spell [sh], (ii) mark ‘v’ or ‘c’ the two letters following those letters, (iii) mark the heavy stress in each word. That bit of analysis should help them see the larger pattern at work.

14.19 Lesson Forty-three

Test Five

TABLE 14.35:

Words

1. *sighted*
2. *conscience*
3. *exclamation*
4. *extension*
5. *fraction*
6. *immigration*
7. *impatiently*
8. *intial*
9. *possession*
10. *publisher*

Analysis

[i] = <i> [t] = <ght> Verb + suffix = sight + ed

[sh] = <sc> Prefix + free stem = con + n + science

[sh] = <t> Prefix + bound base + suffix = ex + clam + ation

[sh] = <s> [ks] = <x> [t] = <t>

[sh] = <t> Bound base + suffix = fract + ion

[sh] = <t> Prefix + free stem + suffix = im + m + migrat + ion

Prefix + bound base + suffix¹ + suffix² = im + m + pati + ent + ly

[sh] = <t>

[sh] = <ss> Free stem + suffix = possess + ion

[sh] = <sh> Free stem + suffix = possess + ion

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:

<u>k</u> inship	ec <u>st</u> atically	ac <u>co</u> mmodation	ac <u>qu</u> ittal
co <u>nc</u> sciously	an <u>ti</u> que	ac <u>qu</u> ired	tec <u>h</u> nician
o' <u>cl</u> ock	sk <u>et</u> chily	co <u>nc</u> equence	li <u>qu</u> id
oc <u>cu</u> rred	ch <u>em</u> ical	pic <u>tu</u> resque	co <u>ll</u> ection
ac <u>qu</u> aintance	qu <u>ic</u> kly	an <u>k</u> le	uni <u>qu</u> ely
ar <u>ch</u> itect	ca <u>lc</u> ulator	pan <u>ic</u> ked	phys <u>ic</u> e
co <u>nc</u> equential	do <u>nk</u> ey	ac <u>co</u> mplishment	ry <u>th</u> mically
re <u>co</u> gnized	sto <u>m</u> ach	oc <u>cu</u> pational	pro <u>vo</u> king

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 in the table below; you are to write the seven other 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:

TABLE 14.36: Words with [k] spelled...

<k>	<c>	<ck>	<cc>
kinship	consciously	o'clock	occurred
sketchily	o'clock	quickly	accommodation
donkey	architect	panicked	accomplishment
ankle	consequential		occupational
provoking	recognized		
	ecstatically		
	chemical		
	calculator		
	consequence		
	picturesque		
	collection		
	rhythmically		

TABLE 14.37: Words with [k] spelled ...

<cq>	<ch>	<q>	<qu>
acquaintance	architect	consequential	antique
acquired	chemical	quickly	picturesque
acquittal	stomach	consequence	uniquely

TABLE 14.37: (continued)

<cq>	<ch> <i>technician</i>	<q> <i>liquid</i>	<qu> <i>physique</i>
------	---------------------------	----------------------	-------------------------

3. Analyze the following words to show the reason for the spelling of [k] in each:

TABLE 14.38:

Word	= Analysis
occurred	= <i>oʃ</i> + c + curred
acquired	= <i>aɖ</i> + c + quired
panicked	= <i>panic</i> + k + ed
accommodation	= <i>aɖ</i> + c + commodation
picnicking	= <i>picnic</i> + k + ing
acquittal	= <i>aɖ</i> + c + quittal

4. What sounds does <x>spell in each of the following words?

TABLE 14.39:

Word	<x>spells
expression	[ks]
complexity	[ks]
sixteen	[ks]
excitement	[ks]
exceeding	[ks]

14.21 Lesson Forty-five

Review of Suffixes

1. A suffix is *a bound element that is added to the end of stems*
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

TABLE 14.40: Words with the suffix ...

-al	-ance	-ence	-ial
<i>chemical</i>	<i>acquaintance</i>	<i>occurrence</i>	<i>racial</i>
<i>acquittal</i>	<i>defiance</i>	<i>consequence</i>	
<i>fictional</i>	<i>recognizance</i>		
<i>rhythmically</i>			
<i>ecstatically</i>			
<i>two-dimensional</i>			

TABLE 14.41: Words with the suffix ...

-ic	-ion	-ly	-ual
<i>chemical</i>	<i>collection</i>	<i>provokingly</i>	<i>usual</i>
<i>rhythmically</i>	<i>fictional</i>	<i>consequently</i>	<i>eventual</i>
<i>ecstatically</i>	<i>expression</i>	<i>rhythmically</i>	
	<i>profession</i>	<i>sketchily</i>	
	<i>two-dimensional</i>	<i>ecstatically</i>	

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 14.42:

Word	= Stem	+ Suffix or suffixes
provokingly	= <i>provokē</i>	+ <i>ing</i> + <i>ly</i>
occurrence	= <i>occur</i> + <i>r</i>	+ <i>ence</i>
collection	= <i>collect</i>	+ <i>ion</i>

TABLE 14.42: (continued)

Word	= Stem	+ Suffix or suffixes
rhythmically	= <i>rhythm</i>	+ <i>ic</i> + <i>al</i> + <i>ly</i>
acquittal	= <i>acquit</i> + <i>t</i>	+ <i>al</i>
consequential	= <i>consequ</i>	+ <i>ent</i> + <i>ial</i>
usual	= <i>us</i> ϕ	+ <i>ual</i>
defiance	= <i>defy</i> + <i>i</i>	+ <i>ance</i>
sketchily	= <i>sketch</i>	+ <i>y</i> + <i>i</i> + <i>ly</i>
racial	= <i>rac</i> ϕ	+ <i>ial</i>
eventual	= <i>event</i>	+ <i>ual</i>
recognizance	= <i>recogniz</i> ϕ	+ <i>ance</i>

14.22 Lesson Forty-six

Review of [sh]

1. Underline the letters that spell [sh] in each of the following words:

kin <u>sh</u> ip	ass <u>sh</u> ured	physi <u>sh</u> ian	two-dim <u>sh</u> ensional
non <u>sh</u> alantly	<u>sh</u> wa	expres <u>sh</u> ion	techni <u>sh</u> ian
accommodat <u>sh</u> ions	accomplish <u>sh</u> ment	<u>sh</u> lemiel	profession <u>sh</u> al
consequ <u>sh</u> ential	mach <u>sh</u> ine	<u>sh</u> oulder	distingu <u>sh</u> ish
insur <u>sh</u> ance	occupat <u>sh</u> ional	mustach <u>sh</u> e	quotat <u>sh</u> ion
unconsci <u>sh</u> ously	demonstrat <u>sh</u> ion	noru <u>sh</u> ish	collect <u>sh</u> ions
decorat <u>sh</u> ion	extens <u>sh</u> ion	constitut <u>sh</u> ion	rac <u>sh</u> ial

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:

TABLE 14.43: Words with [sh] spelled ...

<t>	<ch>	<sh>	< s >
<i>accommodations</i>	<i>nonchalantly</i>	<i>kinship</i>	<i>insurance</i>
<i>consequential</i>	<i>machine</i>	<i>accomplishment</i>	<i>extension</i>
<i>decoration</i>	<i>mustache</i>	<i>shoulder</i>	<i>two-dimensional</i>
<i>occupational</i>		<i>nourish</i>	
<i>demonstration</i>		<i>distinguish</i>	
<i>constitution</i>			
<i>quotation</i>			
<i>collections</i>			

TABLE 14.44: Words with [sh] spelled...

<sc>	<ss>	<sch>	<c>
<i>unconsciously</i>	<i>assured</i>	<i>schwa</i>	<i>physician</i>
	<i>expression</i>	<i>schlemiel</i>	<i>technician</i>
	<i>professional</i>		<i>racial</i>

3. How is [sh] spelled in the word *complexion*? <x>, as part of the combination [ksh]

4. Where does the <sh>spelling of [sh] usually come in elements? At the beginning or the end

5. Where does the <t>spelling of [sh] come in words? In the middle, between the stem and a suffix

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 **principal** is my **pal**.”

Cross out the incorrect form:

- The (principal, ~~principle~~) of our school is over six feet tall.
- Drinking and dancing are against her personal (~~principals~~, principles).
- 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 *dome* and *capitol*.”

- The (capital, ~~capitol~~) of Washington state is Olympia.
- The (~~Capital~~, Capitol) of the United States is in Washington D.C, which is the nation’s (capital, ~~capitol~~).
- He invested his (capital, ~~capitol~~) in 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*.

- He was afraid they were going to (~~desert~~, ~~dessert~~) him.
- They had ice cream for (~~desert~~, dessert).
- 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* and 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 14.45:

Words	Analysis
1. <i>accommodations</i>	[k] = <cc> [sh] = <t> Prefix ¹ + prefix ² + free base + suffix ¹ + suffix ² + suffix ³ = <u>ad</u> + <u>c</u> + <u>com</u> + <u>mod</u> + <u>at</u> + <u>ion</u> + <u>s</u>
2. <i>acquittal</i>	[k] = <cq> Verb + suffix = <u>acquit</u> + <u>t</u> + <u>al</u>
3. <i>chemical</i>	[k] = <ch> Bound base + suffix ¹ + suffix ² = <u>chem</u> + <u>ic</u> + <u>al</u>
4. <i>collections</i>	Prefix + bound base + suffix ¹ + suffix ² = <u>col</u> + <u>l</u> + <u>lect</u> + <u>ion</u> + <u>s</u>
5. <i>ecstatically</i>	Prefix + free base + suffix ¹ + suffix ² + suffix ³ = <u>ex</u> + <u>c</u> + <u>stat</u> + <u>ic</u> + <u>al</u> + <u>ly</u>
6. <i>expression</i>	[ks] = <x> Prefix + free base + suffix = <u>ex</u> + <u>press</u> + <u>ion</u>
7. <i>racially</i>	[sh] = <c> Free base + suffix ¹ + suffix ² = <u>rac</u> + <u>ial</u> + <u>ly</u>
8. <i>recognize</i>	[k] = <c> Prefix + bound base + suffix = <u>re</u> + <u>cogn</u> + <u>ize</u>
9. <i>rhythmic</i>	[r] = <rh> Free stem + suffix = <u>rhythm</u> + <u>ic</u>
10. <i>usually</i>	[l] = <ll> Free stem + suffix ¹ + suffix ² = <u>us</u> + <u>ual</u> + <u>ly</u>

CHAPTER

15**Teacher 08-Lesson 1-24****Chapter Outline**

- 15.1 LESSON ONE
 - 15.2 LESSON TWO
 - 15.3 LESSON THREE
 - 15.4 LESSON FOUR
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 - 15.20 LESSON TWENTY
 - 15.21 LESSON TWENTY-ONE
 - 15.22 LESSON TWENTY-TWO
 - 15.23 LESSON TWENTY-THREE
 - 15.24 LESSON TWENTY-FOUR
-

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:

scr <u>atch</u>	immigr <u>ants</u>	sm <u>oky</u>	s <u>ituation</u>
asp <u>halt</u>	collap <u>se</u>	mathemat <u>ics</u>	radi <u>s</u>
impul <u>se</u>	demon <u>strate</u>	immense	anal <u>ysis</u>
stat <u>us</u>	s <u>chedule</u>	sc <u>andal</u>	dist <u>inguish</u>
adult <u>s</u>	danger <u>ous</u>	de <u>stroy</u>	courage <u>ous</u>
dis <u>patch</u>	dessert <u>s</u>	congest <u>ed</u>	sym <u>phony</u>
instru <u>ction</u>	squeez <u>ed</u>	seiz <u>ure</u>	emph <u>asis</u>

2. Sort the twenty-eight words into the following three groups. Some words go into more than one group:

TABLE 15.1: Words with [s]...

at the front	in the middle	at the end	
<i>sandwich</i>	<i>asphalt</i>	<i>impulse</i>	<i>mathematics</i>
<i>status</i>	<i>dispatch</i>	<i>status</i>	<i>immense</i>
<i>schedule</i>	<i>instruction</i>	<i>adults</i>	<i>radius</i>
<i>squeezed</i>	<i>demonstrate</i>	<i>immigrants</i>	<i>analysis</i>
<i>smoky</i>	<i>destroy</i>	<i>collapse</i>	<i>courageous</i>
<i>scandal</i>	<i>congested</i>	<i>dangerous</i>	<i>emphasis</i>
<i>seizure</i>	<i>analysis</i>	<i>desserts</i>	
<i>situation</i>	<i>distinguish</i>		
<i>symphony</i>	<i>emphasis</i>		

3. In all of these words [s] is spelled < s >. 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:

<i>asp<u>h</u>alt</i>	<i>dis<u>p</u>atch</i>	<i>demon<u>st</u>rate</i>	<i>mathemat<u>ic</u>s</i>	<i>congest<u>ed</u></i>
<i>impul<u>s</u>e</i>	<i>instru<u>ct</u>ion</i>	<i>sche<u>d</u>ule</i>	<i>immense</i>	<i>dist<u>in</u>guish</i>
<i>stat<u>us</u></i>	<i>immigr<u>ant</u>s</i>	<i>squeez<u>e</u>d</i>	<i>sc<u>an</u>dal</i>	
<i>adult<u>s</u></i>	<i>collap<u>s</u>e</i>	<i>sm<u>o</u>ky</i>	<i>de<u>st</u>roy</i>	

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 15.2:

Word	= Stem	+ Suffix
instructs	= <i>instruct</i>	+ <i>s</i>
courageous	= <i>courage</i>	+ <i>ous</i>
mathematics	= <i>mathematic</i>	+ <i>s</i>
status	= <i>stat</i> é	+ <i>us</i>
scandalous	= <i>scandal</i>	+ <i>ous</i>
adults	= <i>adult</i>	+ <i>s</i>
immigrants	= <i>immigrant</i>	+ <i>s</i>
dangerous	= <i>danger</i>	+ <i>ous</i>
chorus	= <i>chor</i>	+ <i>us</i>
radius	= <i>radi</i>	+ <i>us</i>

Teaching Notes.

Item 1. In *schedule* and *scandal* [s] is spelled < s > and not <sc> because in *scandal* the <c> is spelling [k], as is the <ch> in *schedule*.

The use of silent final <e> to insulate < s > is introduced in Lessons 17 and 18 of Book 4. For more on the spelling of [s], see *AES*, pp. 397-406.

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:

aby <u>ss</u>	assimilation	forgiveness	lion <u>ess</u>
associa <u>te</u> ✓	compress	caress	messenger
bussing	neighborliness	gassed	dangerousness
foreign <u>ness</u>	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 15.3:

Words	Analysis: Prefix + Stem
<i>associate</i>	<i>ad + s + sociate</i>
<i>assimilation</i>	<i>ad + s + simulate</i>

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 15.4:

Word	Analysis: Stem + Suffix
<i>bussing</i>	<i>bus + s + ing</i>
<i>gassed</i>	<i>gas + s + ed</i>
<i>plusses</i>	<i>plus + s + es</i>

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 15.5:

Word	Analysis: Prefix + Stem
<i>dissatisfaction</i>	<i>dis + satisfaction</i>
<i>misscheduled</i>	<i>mis + scheduled</i>

TABLE 15.5: (continued)

Word	Analysis: Prefix + Stem
<i>misspelling</i>	<i>mis + spelling</i>
<i>dissension</i>	<i>dis + sension</i>

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 the 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 15.6:

Word	Analysis: Stem + Suffix(es)
<i>foreignness</i>	<i>foreign + ness</i>
<i>venerableness</i>	<i>venerable + ness</i>
<i>neighborliness</i>	<i>neighbor + ly + i + ness</i>
<i>forgiveness</i>	<i>forgive + ness</i>
<i>dangerousness</i>	<i>danger + ous + ness</i>

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:

<i>abyss</i>	<i>success</i>	<i>recess</i>
<i>amp; compress</i>	<i>caress</i>	

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:

<i>ambassador</i>	<i>missile</i>	<i>messenger</i>
<i>processor</i>	<i>fussy</i>	

Teaching Notes.

Item 1. The suffix *-ess* in *lioness* is discussed in Lesson 4.

Item 2. The full assimilation of *ad-* is introduced in Lessons 13-14 of Book 4.

Item 3. The twinning of final consonants in short stems is introduced in Lessons 34-38 of Book 1.

Item 4. The prefixes *mis-* and *dis-* are introduced in Lessons 23-27 of Book 3.

Item 5. The suffix *-ness* is introduced in Lesson 20, Book 5.

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 [U+0080] [U+0098] *n'*. are nouns. Sort the words into the matrix:

intense	collapse	fuss	impulse
abyss	excuse (<i>n.</i>)	reverse	purchase
merchandise (<i>n.</i>)	dispense	caress	surpass
false	release	abuse (<i>n.</i>)	geese
dismiss	possess	immense	kiss

TABLE 15.7: 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]		<i>abyss</i> <i>dismiss</i> <i>possess</i> <i>fuss</i> <i>caress</i> <i>surpass</i> <i>recess</i> <i>kiss</i>
Words that end with a base but do not have a stressed short vowel right in front of the final [s]	<i>intense</i> <i>merchandise</i> <i>false</i> <i>collapse</i> <i>excuse</i> <i>dispense</i> <i>release</i> <i>reverse</i> <i>abuse</i> <i>immense</i> <i>impulse</i> <i>purchase</i>	

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 <ss>. Otherwise, the [s] will be spelled < s > with an insulating (*silent*) (*final*) <e>.

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.

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: [U+0080] [U+0098] P' means “Prefix,” 'FB' means “Free Base,” 'BB' means “Bound Base,” [U+0080] [U+0098] S' means “Suffix”:

TABLE 15.8:

Word	Formula	Analysis
impressively	P + B + S + S	<i>im</i> + <i>m</i> + <i>press</i> + <i>ive</i> + <i>ly</i>
submissive	P + BB + S	<i>sub</i> + <i>miss</i> + <i>ive</i>
accessed	P + BB + S	<i>ad</i> + <i>c</i> + <i>cess</i> + <i>ed</i>
surpassing	P + FB + S	<i>sur</i> + <i>pass</i> + <i>ing</i>
expressive	P + FB + S	<i>ex</i> + <i>press</i> + <i>ive</i>
processor	P + BB + S	<i>pro</i> + <i>cess</i> + <i>or</i>
missiles	BB + S + S	<i>miss</i> + <i>ile</i> + <i>s</i>
passage	FB + S	<i>pass</i> + <i>age</i>
excessive	P + BB + S	<i>ex</i> + <i>cess</i> + <i>ive</i>
abscessed	P + BB + S	<i>abs</i> + <i>cess</i> + <i>ed</i>
underpass	P + FB	<i>under</i> + <i>pass</i>
trespassing	P + FB + S	<i>tres</i> + <i>pass</i> + <i>ing</i>

Teaching Notes.

Item 2. In the third blank I would accept as good answers either <e>, *final* <e>, *silent* <e>, or *silent final* <e>.

Item 4. The bound base *miss* “let go, cause to go” is not related to either the verb and noun *miss* “fail(ure) to hit” or the noun *miss*, as in “Miss Jones.”

The prefix *tres-* in *trespassing* is the French version of *trans-* “across, beyond.”

The root meaning of *abscess* is “a going away, a departure.” The *OED* shows a related obsolete verb *abscede* “move away, lose contact.” The connection between the root sense of *abscess* and our current sense of “a collection of pus” is not clear. The second sense developed in Latin. It may be that the idea was that the pus had moved away from its normal location to gather in one place. There is almost certainly an echo of the ancient theory of the four humors - blood, phlegm, choler, and black bile - fluids that were thought to circulate through the body and, depending on the amounts of each, determine one’s psychological makeup and general health.

The bound bases *miss* and *cess* are discussed later in this book, in Lesson 21 and Lessons 19-20 respectively.

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 15.9:

Noun	= Stem Noun	+ Suffix
hostess	= <i>host</i>	+ <i>ess</i>
lioness	= <i>lion</i>	+ <i>ess</i>
goddess	= <i>god+d</i>	+ <i>ess</i>
princess	= <i>princϕ</i>	+ <i>ess</i>
countess	= <i>count</i>	+ <i>ess</i>
poetess	= <i>poet</i>	+ <i>ess</i>

2. Now try some the other way around. Add the suffix *-ess* to the stem nouns to form new nouns, showing any changes

TABLE 15.10:

Stem Noun	+ Suffix	= Noun
priest	+ <i>ess</i>	= <i>priestess</i>
giant	+ <i>ess</i>	= <i>giantess</i>
steward	+ <i>ess</i>	= <i>stewardess</i>
shepherd	+ <i>ess</i>	= <i>shepherdess</i>
prince	+ <i>ess</i>	= <i>princess</i>
god +d	+ <i>ess</i>	= <i>goddess</i>

3. Sometimes, when *-ess* is added to a male noun that ends in the suffixes *-er* or *-or*, an unusual deletion occurs *waiter* + *ess* = *wait~~ϕ~~r* + *ess* = *waitress*; *actor* + *ess* = *act~~ϕ~~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 15.11:

Noun	= Stem Noun	+ Suffix
waitress	= <i>waitϕr</i>	+ <i>ess</i>
actress	= <i>actϕr</i>	+ <i>ess</i>
tigress	= <i>tigϕr</i>	+ <i>ess</i>

TABLE 15.11: (continued)

Noun	= Stem Noun	+ Suffix
huntress	= <i>hunt</i> ∅ <i>r</i>	+ <i>ess</i>
enchantress	= <i>enchant</i> ∅ <i>r</i>	+ <i>ess</i>
eldress	= <i>eld</i> ∅ <i>r</i>	+ <i>ess</i>
temptress	= <i>tempt</i> ∅ <i>r</i>	+ <i>ess</i>
mistress	= <i>mist</i> ∅ <i>r</i>	+ <i>ess</i>

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 15.12:

Stem	Male Noun Stem plus <i>-er</i> or <i>-or</i>	Female Noun Stem plus <i>-ess</i>
sorcer	<i>sorcerer</i>	<i>sorceress</i>
murder	<i>murderer</i>	<i>murderess</i>
govern	<i>governor</i>	<i>governess</i>
adventure	<i>adventurer</i>	<i>adventuress</i>
launder	<i>launderer</i>	<i>laundress</i>

Teaching Notes.

Item 3. This deletion of penultimate <e>or <o>is motivated by the tendency for weak syllables to disappear in words, first in their pronunciation and then in their spelling. It is similar to a more generalized deletion of penultimate <e>that occurs in words like *hindrance* (*hind*∅ *r* + *ance*), *disastrous* (*disast*∅ *r* + *ous*), *laundry* (*laund*∅ *r* + *y*), *central* (*cent*∅ *r* + *al*), and the like.

Item 4. *Laundress* may cause some problems. Be sure the students see that in involves another case of penultimate <e>deletion.

15.5 Lesson Five

Sometimes [s] is Spelled <c>, Sometimes <sc>

- 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 <e>, <i>, or <y>. When the letter <c> spells the sound [s], it is called *soft <c>*.
- 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*?

- Underline the letters that spell [s] in each of the following words:

per <u>ce</u> ive	cert <u>ai</u> n <u>ty</u>	em <u>er</u> g <u>en</u> cy	re <u>du</u> ce
ic <u>il</u> y	preju <u>d</u> ic <u>e</u>	de <u>ce</u> ption	ic <u>y</u>
introdu <u>ci</u> ng	de <u>pe</u> nd <u>en</u> ce	con <u>sci</u> en <u>ce</u>	critic <u>i</u> sm
re <u>ce</u> ipt	bal <u>an</u> ce	pro <u>du</u> ce	ce <u>il</u> ing
cit <u>iz</u> en	dec <u>is</u> ion	se <u>ce</u> ssion	acc <u>el</u> erate
adv <u>an</u> cing	ju <u>ic</u> y	assur <u>an</u> ce	pie <u>ce</u>

- Sort the words into these three groups:

TABLE 15.13: Words with <c> followed by an ...

<e>	<i>	<y>
<i>perceive</i>	<i>conscience</i>	<i>juicy</i>
<i>receipt</i>	<i>produce</i>	<i>emergency</i>
<i>certainty</i>	<i>assurance</i>	<i>icy</i>
<i>dependence</i>	<i>reduce</i>	
<i>balance</i>	<i>ceiling</i>	
<i>secession</i>	<i>accelerate</i>	
<i>deception</i>	<i>prejudice</i>	
	<i>icily</i>	
	<i>introducing</i>	
	<i>citizen</i>	
	<i>advancing</i>	
	<i>decision</i>	
	<i>piece</i>	
	<i>criticism</i>	

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:

<u>s</u> usceptible	sc <u>i</u> ssors	de <u>s</u> cent	sci <u>e</u> nce
ab <u>s</u> cess	disc <u>i</u> pline	asc <u>e</u> nd	sc <u>e</u> nic
sc <u>e</u> nt	asc <u>e</u> rtain	fasc <u>i</u> nate	sc <u>y</u> the
sci <u>e</u> n <u>t</u> ific	condesc <u>e</u> n <u>s</u> ion	disc <u>e</u> rn	fluoresc <u>e</u> nt

6. Now sort the sixteen words into these three groups:

TABLE 15.14: Words in which <sc>is followed by an ...

<e>		< i >	<y>
<i>susceptible</i>	<i>descent</i>	<i>scientific</i>	<i>scythe</i>
<i>abscess</i>	<i>ascend</i>	<i>scissors</i>	
<i>scent</i>	<i>discern</i>	<i>discipline</i>	
<i>ascertain</i>	<i>scenic</i>	<i>fascinate</i>	
<i>condescension</i>	<i>fluorescent</i>	<i>science</i>	

7. Four ways of spelling [s] are <s> , <ss>, <c>, and <sc>.

Teaching Notes.

Item 3. Notice that the <c>at the end of *critic* is hard, [k], but when the suffix *-ism* is added, it is soft, [s].

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]:

cast <u>l</u> e	ps <u>a</u> lm	ps <u>u</u> chology	fast <u>e</u> ner
ps <u>u</u> chiatrist	l <u>i</u> sten	wr <u>e</u> stle	mo <u>i</u> sten
ans <u>w</u> er	s <u>w</u> ord	qu <u>a</u> rtz	rust <u>l</u> er
hast <u>e</u> n	walt <u>z</u>	wh <u>i</u> stle	th <u>i</u> stle

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:

TABLE 15.15: Words with [s] spelled ...

<st>		<ps>	<sw>	<z>
castle	fastener	psychiatrist	answer	waltz
hasten	moisten	psalm	sword	quartz
listen	rustler	psychology		
wrestle	thistle			
whistle				

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 [sɪ]. 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>.

Teaching Notes.

Item 3. The [s] is spelled <st> in *Christmas*. In the words *asthma* and *isthmus*, the <th> originally spelled [t], as in *Thames* and *Thomas*. Now that the [t] has been dropped, so that in *asthma* <sh> spells [z] and in *isthmus* it spells [s]. In the city name *Tucson* [s] is spelled <cs>! It comes from an American Indian word *Stjukshon*, which suggests that an old [k] sound has dropped out while the <c> has remained.

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>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 *con*+*n*+*sci*+*ous* and contains the adjective-making suffix *-ous*. *Conscience* analyzes to *con*+*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:

- (~~ceiling~~, sealing) They are sealing the packages now.
- (~~patience~~, patients) The nurse told the doctor there were still three patients in the waiting room.
- (conscious, ~~conscience~~) He was not conscious of the man behind him.
- (~~presence~~, presents) She received many presents for Christmas.
- (residence, ~~residents~~) Their residence is just down the street.
- (ceiling, ~~sealing~~) The ceiling of his room is so low that Merv has to duck his head when he goes in there.
- (~~conscious~~, conscience) After the party at their house, he seemed like he had a guilty conscience.
- (patience, ~~patients~~) Chess is a game that requires a lot of concentration and patience.
- (~~residence~~, residents) The residents of the condominium complained to the manager.
- (~~conscious~~, conscience) Her conscience wouldn’t let her tell that kind of lie.

Teaching Notes.

Item 2. This distinction is complicated by the singular noun *present* “now” and the rare law term *presents* meaning “the present writings or text,” as in “Know all men by these presents.”

Homophones and near homophones are examined in Lessons 35-36 and 47 of Book 7. For more on homophones see Harold C. Whitford, *A Dictionary of American Homophones and Homographs* (NY: Teachers College Press, 1966).

15.8 Lesson Eight

Test One

TABLE 15.16:

Words	Analysis
1. presence	[s] = <c>
2. dangerous	[s] = <s> Stem + suffix = <u>danger</u> + <u>ous</u>
3. residents	[s] = <s> Verb + suffix ¹ + suffix ² = <u>reside</u> + <u>ent</u> + <u>s</u>
4. adults	[s] = <s> Free base + suffix = <u>adult</u> + <u>s</u>
5. goddess	[s] = <ss> Free base + suffix = <u>god</u> + <u>d</u> + <u>ess</u>
6. immigrant	Prefix + bound base + suffix = <u>im</u> + <u>m</u> + <u>migr</u> + <u>ant</u>
7. mathematics	[s] = <s>
8. processor	[s] = <c> and <ss> Prefix + bound base + suffix = <u>pro</u> + <u>cess</u> + <u>or</u>
9. radius	[s] = <s> Bound base + suffix = <u>radi</u> + <u>us</u>
10. residence	[s] = <c> Verb + suffix = <u>reside</u> + <u>ence</u>

15.9 Lesson Nine

VCV and the Suffix -

1. Mark the two letters — [U+0080] [U+0098]v' for a vowel and [U+0080] [U+0098]c' for a consonant — after each of the vowel letters marked [U+0080] [U+0098]v' below:

committee	advisor	immensely	local
vcc	vcv	vcc	vcv
accomplish	reducing	judgement	courageous
vcc	vcv	vcc	vcv
listen	smoking	consistent	exclusive
vcc	vcv	vcc	vcv

2. Sort the words into the following matrix:

TABLE 15.17: Words with the string...

	VCV	VCC
Words in which the first vowel in the string is long	<i>advisor</i> <i>reducing</i> <i>smoking</i> <i>local</i> <i>courageous</i> <i>exclusive</i>	
Words in which the first vowel in the string is short		<i>committee</i> <i>accomplish</i> <i>listen</i> <i>immensely</i> <i>judgement</i> <i>consisten</i>

3. In the string VCC the vowel is usually short. In the string VCV the first vowel is usually long.

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 — [U+0080] [U+0098]v' for a vowel and [U+0080] [U+0098]c' for a consonant — after each of the vowel letters marked with a [U+0080] [U+0098]v' below and sort them into the matrix:

gravity	extremity	sublimity
vcv	vcv	vcv
grave	extreme	sublime
vcv	vcv	vcv
cavity	serenity	profanity
vcv	vcv	vcv
cave	serene	profane
vcv	vcv	vcv

TABLE 15.18: Words with the first vowel in the VCV string ...

	short	long
Words in which the suffix <i>-ity</i> comes right after the VCV string	<i>gravity</i> <i>cavity</i> <i>extremity</i> <i>serenity</i> <i>sublimity</i> <i>profanity</i>	
Words in which the suffix <i>-ity</i> does not come right after the VCV string		<i>grave</i> <i>cave</i> <i>extreme</i> <i>serene</i> <i>sublime</i> <i>profane</i>

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 [ʊ+0080] [ʊ+0098] a' in a word like *sanity*.

Teaching Notes.

Item 4: All twelve of the words in the second matrix come in pairs in which the shorter word has a long vowel that shortens when the suffix *-ity* is added to it. Be sure that the youngsters see that pattern: *sane, sanity*; *grave, gravity*; *extreme, extremity*; *serene, serenity*; *sublime, sublimity*; *cave, cavity*. The only long vowel that resists shortening in front of *-ity* is long < u >, as in *community*. For more on this and on the *-ity* rule see *AES*, pp. 112-15.

15.10 Lesson Ten

More Practice with -

1. **The Suffix *-ity* Rule.** The vowel right in front of the suffix *-ity* always be *short*, 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 15.19:

Noun	= Adjective + Suffix
liberality	= liberal + ity
productivity	= productiv e + ity
intensity	= intens e + ity
electricity	= electric + ity
publicity	= public + ity
mentality	= mental + ity
captivity	= captiv e + ity
reality	= real + ity

3. Now try some the other way around. Combine the adjectives with *-ity* to form nouns, showing any changes:

TABLE 15.20:

Adjective	+ Suffix	= Noun
sublim e	+ ity	= sublimity
productiv e	+ ity	= productivity
rational	+ ity	= rationality
seren e	+ ity	= serenity
personal	+ ity	= personality
grav e	+ ity	= gravity
extrem e	+ ity	= extremity
public	+ ity	= publicity
local	+ ity	= locality
divin e	+ ity	= divinity

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:

<i>liberality</i>	<i>mentality</i>	<i>rationality</i>	<i>extremity</i>
<i>productivity</i>	<i>captivity</i>	<i>serenity</i>	<i>locality</i>
<i>electricity</i>	<i>reality</i>	<i>personality</i>	<i>divinity</i>
<i>publicity</i>	<i>sublimity</i>	<i>gravity</i>	

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 15.21:

Noun	= Bound stem + <i>-ity</i>
dignity	= <i>dign</i> + <i>ity</i>
humility	= <i>humil</i> + <i>ity</i>
ability	= <i>abli</i> + <i>ity</i>
eternity	= <i>etern</i> + <i>ity</i>
quantity	= <i>quant</i> + <i>ity</i>
quality	= <i>qual</i> + <i>ity</i>
charity	= <i>char</i> + <i>ity</i>
sanctity	= <i>sanct</i> + <i>ity</i>
necessity	= <i>necess</i> + <i>ity</i>
capacity	= <i>capac</i> + <i>ity</i>
velocity	= <i>veloc</i> + <i>ity</i>
celebrity	= <i>celebr</i> + <i>ity</i>

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:

humility

quality

capacity

ability

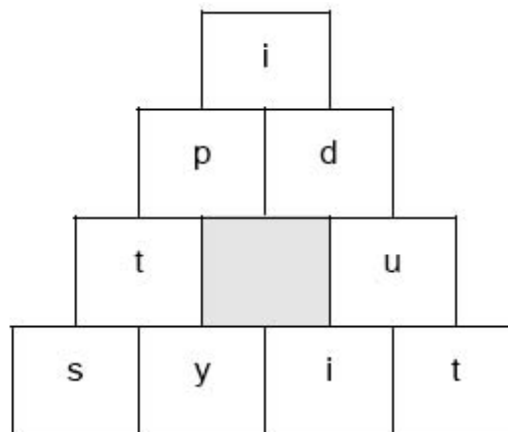
charity

velocity



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.



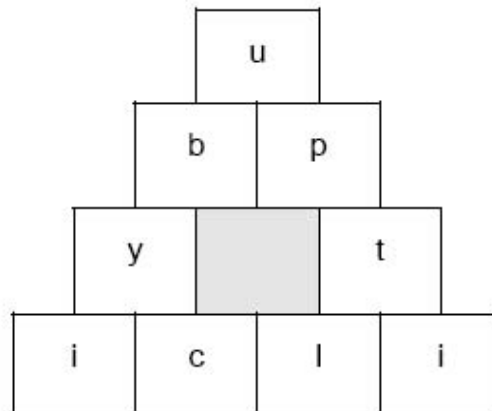
Word One: Adjective that means “slow to learn; not intelligent”:

s t ú p i d

Word Two: Adjective + *ity* = Noun that means “the condition of being slow to learn and not intelligent”:

s t u p í d i t y

2.



Word One: Adjective meaning “known by all or most people; open”:

p ú b l i c

Word Two: Adjective + *ity* = Noun meaning “information that brings something to the attention of many people”:

p u b l í c i t y

Teaching Notes.

1. The main point of this lesson is to reinforce the idea that the Suffix *-ity* Rule preempts, or overrules, the VCV pattern. Another point that is illustrated here, however, and that you may want to point out to the students, is that the Suffix *-ity* Rule also stipulates that the vowel in front of the suffix *-ity* will always be stressed — stressed and short. That stipulation explains the stress shift in pairs like *mental* and *mentality*. In *mental* the stress is on the <e>, *méntal*, but when the suffix *-ity* is added, the stress shifts to the vowel right in front of the *-ity*, the <a >: *mentálicity*. You might ask the students to find other instances of stress shifting in this lesson. Instances are the following: *liberal/liberality*, *stupid/stupidity*, *public/publicity* (which also involves the shift from hard to soft <c>), *mental/mentality*, *feminine/femininity*, *final/finality*, *rational/rationality*, *local/locality*, *solemn/solemnity*.

Item 4: You may find it useful to point out to the students that some of the bound bases here are close relatives to some free bases: *humil* with *humble*, *abil* with *able*, *clar* with *clear*, *simplic* with *simple*.

Item 5: In *charity* the <a > spells a sound that in some dialects will sound more like [e] than [a]. In either case it is short. Most dictionaries show it as [a]; *Webster’s Third International* shows both [a] and [e]. For more on the effects the sound [r] has on vowels immediately in front of it, see *AES*, pp. 307-26.

Word Blocks. The Word Blocks gives the students a chance to work with words that contain the suffix *-ity* and that undergo the stress shift discussed above.

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 *general* the short < a > is the third vowel sound from the end of the word:

sanity
 ↑↑↑
 3 2 1

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:

nation	national
compete	competitor
crime	criminal
nature	natural
ration	rational
grade	gradual
rite	ritual
solo	solitude
supreme	supremacy
navy	navigate
legal	legacy

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. 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.

- In the left-hand column how many of the vowels in bold letters spell the third vowel sound from the end of the word? None of them.
- In the right-hand column how many of the vowels in bold letters spell the third vowel sound from the end of the word? All of them.
- Are the vowels in bold letters in the left-hand column long, or are they short? Long
- Are the vowels in bold letters in the right-hand column long, or are they short? Short

- e. Are the vowels in bold letters in the left-hand column the first vowels in VCV strings? Yes
- f. Are the vowels in bold letters in the right-hand column the first vowels in VCV strings? Yes
- g. Are the vowels in bold letters in the left column stressed? Yes
- h. Are the vowels in bold letters in the right column stressed? Yes

3. **Third Vowel Rule.** The third vowel sound from the end of a word will often be short if it is stressed, even if it is the first vowel in a VCV string.

4. Each of the following words contains a vowel that is an example of the Third Vowel Rule at work. Underline the vowels sound that are examples of the rule and be ready to discuss why they are and the others vowels are not:

referencepositivehesitateassimatecitizenaccelerateanalysiscriticize

Teaching Notes.

1. The Suffix *-ity* Rule says that the vowel sound in front of *-ity* will be stressed and short. The Third Vowel Rule is somewhat weaker: It simply says that the third vowel sound from the end of the word will be short **if** it is stressed. Most instances of the Third Vowel Rule are words adopted from Latin or French, and they reflect the way Latin pronunciation was taught in British schools during late Middle Ages and Renaissance. A few instances, like *holiday*, are native English words, which reflect the fact that in Old English there was a strong tendency to shorten long vowel sounds in syllables three or more places back in a word. For more on the Third Vowel Rule, see *AES*, pp. 131-41.

2. Item 2: Remember that one-syllable words are assumed always to be stressed.

3. Item 4: Each of the underlined vowel letters spells the third vowel sound from the end of the word and is stressed; thus, each is short even though it is the first vowel sound in a VCV string. All of the vowel letters that are not underlined are not affected by Third Vowel Rule because they do not spell the third vowel sound from the end of the word (and at least some of them are not stressed).

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 *short* if it is *stressed*, even if it is the first vowel in a *VCV* 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 [U+0080] [U+0098]3' under the vowel letter that spells the third vowel sound from the end of the word. If a word does not have three vowel sounds, do not put a number under it. We have given you a start with *xerography* and *committees*:

xerógraphy 3	rémédy 3	accómplish 3	cálculte 3
commíttees 3	énergy 3	président 3	scíissors 3
solvable 3	hésitate 3	téléphone 3	vénerate 3
personáality 3	sýmphony 3	excéssive 3	sátisfy 3
áternate 3	objéctive 3	définite 3	tólerate 3
ambássador 3	élephant 3	afféction 3	mígrant 3

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 [U+0080] [U+0098]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:

TABLE 15.22: Words in which the vowel in bold type ...

is covered by the Third Vowel Rule

xerography
solvable
personality
ambassador
remedy
energy

elephant
president
telephone
definite
calculate
venerate

is not covered by the Third Vowel Rule Reason

committees No stress
alternate No stress
objective Not #3
accomplish Not #3
excessive No Stress
affection Not #3

TABLE 15.22: (continued)

is covered by the Third Vowel Rule		is not covered by the Third Vowel Rule		Reason
<i>hesitate</i>	<i>satisfy</i>	<i>scissors</i>		Not #3
<i>symphony</i>	<i>tolerate</i>	<i>migrant</i>		Not #3

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:

TABLE 15.23: Words in which the vowel in bold type is...

the first vowel in a VCV string		in a VCC string
<i>personality</i>	<i>telephone</i>	<i>xerography</i>
<i>remedy</i>	<i>definite</i>	<i>solvable</i>
<i>energy</i>	<i>venerate</i>	<i>ambassador</i>
<i>hesitate</i>	<i>satisfy</i>	<i>symphony</i>
<i>elephant</i>	<i>tolerate</i>	<i>calculate</i>
<i>president</i>		

5. Are the vowels in the VCV strings in the eleven words long or short? *Short* Why? *They are stressed and they are the third vowel sound from the end of the word, so they are affected by the Third Vowel Rule.*

Teaching Notes.

Item 2: Students may have problems identifying the stressed vowels in these words. Point out to them that we are interested here only in identifying the one most heavily stressed vowel in each word. Try pronouncing the words for them with the stress differences exaggerated (that is, with the strong syllable very strong and the weak syllables very weak). Pronounce each problem word three or four times with this exaggerated pronunciation, moving the stress from one syllable to another. Tell the students that the pronunciation that seems least grotesque has the stress on the correct vowel. This could also be a good chance for the students to do some work in their dictionaries, which will tell them where the stress is in each of these words.

Item 5. The Third Vowel Rule is unreliable in words that contain free stems that are common words and that have stress on the same vowels that the words have. For instance, *definable* and *fatalism* both contain free stems—*define* and *fatal*—with stress on the same vowel that it is on in the original word, and third vowels from the end that are long. It is especially unreliable if the word consists of a free stem plus some inflectional suffixes. For instance, *laciest* analyzes to the free stem *lacy* plus the inflectional suffix *-est*: *lacy* + *i* + *est*, again with a long third vowel. It is most reliable with words from Latin and French that contain bound stems, and since English contains so many of those words, in spite of its limitations, the rule is still a good one. For more on this aspect of the Third Vowel Rule, see *AES*, pp. 139-41

15.13 Lesson Thirteen

VCV and Words like Lemon

1. **The Third Vowel Rule.** The third vowel sound from the end of a word will often be *short* if it is *stressed*, even if it is the first vowel in a VCV string.

The Suffix *-ity* Rule. The vowel right in front of the suffix *ity* will be *short* 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:

lémon
vcv

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	vcv	vcv	vcv
demon	yodel	molar	precious
vcv	vcv	vcv	vcv
driver	specious	navel	gravel
vcv	vcv	vcv	vcv

3. Sort the twelve words into the following two groups:

TABLE 15.24: Words with a VCV string with a ...

long vowel		short vowel	
demon	specious	lemon	river
driver	molar	model	precious
yodel	navel	scholar	gravel

4. Starting with the first vowel in each word mark the VCV string. Then sort the words into the two groups described below:

minor	chorus	legend	local
vcv	vcv	vcv	vcv
balance	tenant	agent	visit
vcv	vcv	vcv	vcv
soda	color	paper	dozen
vcv	vcv	vcv	vcv
legal	ratio	pigeon	recent
vcv	vcv	vcv	vcv
column	moment	closet	motor
vcv	vcv	vcv	vcv
schedule	stomach	focus	lizard
vcv	vcv	vcv	vcv

TABLE 15.25: Words with a VCV string with a ...

long head vowel		short head vowel	
minor	agent	balance	legend
soda	paper	column	pigeon
legal	focus	schedule	closet
chorus	local	tenant	visit
ratio	recent	color	dozen
moment	motor	stomach	lizard

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 are two syllables long and were borrowed from French will have a short first vowel, even in a VCV string.

Teaching Notes.

1. Item 2. The reason for the short head vowel in the VCV in words like *lemon* is that the French source words had stress on the second vowel, not the first, and the first vowel was short. After they were taken into English, the stress shifted up front, to the first vowel. English prefers stress early in the word; French normally stresses the very last syllable of a word. Since the first vowel had been short in French, it stayed short after the stress shifted to it in English. So words like *lemon* now have a short vowel at the head of a VCV string. Since we adopted so many words from French, this rule covers hundreds of words.

2. Items 2 and 3: It is important that the students see that the twelve words are actually six short-long pairs: *model-yodel*, *lemon-demon*, *river-driver*, *scholar-molar*, and *precious-specious*. You might have the youngsters discuss these short-long pairs by asking them which six words probably were borrowed from French. If they have access to a dictionary with etymological information in it, this would be a good chance to have them work with the dictionary, looking up the sources of the six, or all twelve, words. (It is possible that some dictionaries may show some of the six words with long vowels as coming from French. Dictionaries don't always agree on etymological information. My sorting is based on the information in the *OED*, *Webster's Third*, and the *AHD*.)

3. Item 5: This is not a very helpful rule for predicting the correct spelling of a given word, since most people don't know whether or not words were adopted from French. The major use of the French Lemon Rule is to explain the

existence of the very large number of words, like *lemon*, that may at first appear to be “exceptions to the rule.” It is useful for the youngsters to see that there can be rules within rules and that by and large “smaller” rules — that is, rules that are more local or more specific — tend to preempt, or overrule, “larger,” more global and general rules. It can be a useful lesson in places beyond spelling, too. A second value of the work with the French Lemon Rule is that after having done it, when students encounter a new word that has two syllables and a short vowel at the head of a VCV string, they may be inclined to say, “Ah ha, that must be one of those French words we talked about.” And that response is much more useful than “Oh my, there’s another exception to that VCV business.” For more on the French Lemon Rule see *AES*, pp. 123-30, especially pp. 127-28, where it goes by its technical name, the Stess Frontshift Rule.

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, (*stressed and*) *short*, whatever kind of string it is in.

The Third Vowel Rule. The third vowel sound from the end of a word will often be *short* if it is *stressed*, even if it is the first vowel in a *VCV* string.

The French Lemon Rule: Words that have *two* vowel sounds and were borrowed from *French* will have a *short* first vowel, even in a *VCV* string.

2. Mark the VCV strings in the following words, starting with the vowel in bold type in each one:

advis or	ag ent	leg end	nat ure	simp l icity
vcv	vcv	vcv	vcv	vcv
clo s et	nav e l	mol a r	qual i ty	sol i tude
vcv	vcv	vcv	vcv	vcv
ex cl usive	comp e ti t or	leg a l	rec e nt	sol o
vcv	vcv	vcv	vcv	vcv
ext r emely	cour a geous	loc a l	rit u al	mom e nt
vcv	vcv	vcv	vcv	vcv
pub l icity	elec t ricity	rat i on	ser e ne	stom a ch
vcv	vcv	vcv	vcv	vcv
fo cu s	crim i nal	rat i o	sch e dule	yod e l
vcv	vcv	vcv	vcv	vcv

3. Sort the words into these two groups:

TABLE 15.26: Words in which the first vowel in the VCV string is ...

long

*advis**or***
*ex**cl**usive*
*ext**r**emely*
*fo**cu**s*
*ag**ent***
*nav**e**l*
*cour**a**geous*
*mol**a**r*
*leg**a**l*

*loc**a**l*
*rat**i**on*
*rat**i**o*
*rec**e**nt*
*nat**ure***
*ser**e**ne*
*sol**o***
*mom**e**nt*
*yod**e**l*

short

*clo**s**et*
*pub**l**icity*
*comp**e**ti**t**or*
*elec**t**ricity*
*crim**i**nal*
*leg**end***
*qual**i**ty*
*rit**u**al*
*sch**e**dule*
*simp**l**icity*
*sol**i**tude*
*stom**a**ch*

4. Now sort the twelve words with short vowels into the following three groups:

TABLE 15.27: Words in which the short vowel is due to the ...

Suffix <i>-ity</i> Rule	Third Vowel Rule	French Lemon Rule
<i>publicity</i>	<i>competitor</i>	<i>closet</i>
<i>electricity</i>	<i>criminal</i>	<i>legend</i>
<i>quality</i>	<i>ritual</i>	<i>schedule</i>
<i>simplicity</i>	<i>solitude</i>	<i>stomach</i>

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 long, but the third syllable from the end of a word will often be short if it is stressed, even if it is the first vowel in a VCV string; and the vowel right in front of the suffix *-ity* will be (stressed and) short even if it is the first vowel in a VCV string; and many words that were borrowed from French 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 15.28:

Words	Suffix <i>-ity</i> Rule	3 rd Vowel Rule	French Lemon Rule
1. <i>analysis</i>		X	
2. <i>balance</i>			X
3. <i>competitor</i>		X	
4. <i>legend</i>			X
5. <i>precious</i>			X
6. <i>symphony</i>		X	
7. <i>publicity</i>	X		
8. <i>schedule</i>			X
9. <i>sublimity</i>	X		
10. <i>locality</i>	X		

Teaching Notes.

Item 6. Students may wonder about *symphony*, since the short [i] is at the head of a VCC string rather than a shortened VCV string. Point out to them that all the 3rd Vowel Rule says is that if the third vowel back is stressed, it will be short, which it is in *symphony*.

15.16 Lesson Sixteen

Review of <l>Before <e>

“It’s < i > before <e>, except after <c>, or when spelling [ā], as in *neighbor* or *weigh*.”

1. The version of the <l>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:

<l>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

TABLE 15.29: Words that contain instances of the rule with ...

<ie>	<cei>	<ei>spelling [ā]	<ei>spelling [ī]
<i>achieved</i>	<i>ceiling</i>	<i>eight</i>	<i>eiderdown</i>
<i>died</i>	<i>receipt</i>	<i>reign</i>	<i>feisty</i>
<i>believe</i>	<i>conceive</i>	<i>neighbor</i>	<i>sleight</i>
<i>grief</i>	<i>receive</i>	<i>vein</i>	<i>kaleidoscope</i>
<i>hygiene</i>	<i>deceit</i>		<i>seismic</i>
<i>lie</i>			<i>poltergeist</i>
<i>friendship</i>			
<i>piece</i>			
<i>priest</i>			
<i>relieve</i>			
<i>tie</i>			
<i>shriek</i>			
<i>schlemiel</i>			

Words that have holdouts to the rule:

<i>protein</i>	<i>heifer</i>	<i>forfeit</i>	<i>surfeit</i>
<i>financier</i>	<i>sovereign</i>	<i>weird</i>	<i>seize</i>
<i>foreign</i>	<i>leisure</i>	<i>counterfeit</i>	<i>weir</i>

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 15.30:

Word	Formula	Analysis
ancient	BB + S	<i>anci + ent</i>
herein	FB + FB	<i>here + in</i>
conscience	P + BB + S	<i>con + n + sci + ence</i>
iciest	FB + S + S	<i>icy + i + est</i>
obedient	BB + S	<i>ob + edi + ent</i>

TABLE 15.30: (continued)

Word	Formula	Analysis
science	BB + S	<i>sci + ence</i>
society	BB + S	<i>soci + ety</i>
experience	P + BB + S	<i>ex + peri + ence</i>
efficiency	P + BB + S	<i>eʃ + f + fic + i + ency</i>
patience	BB + S	<i>pati + ence</i>

You should have found that in each of these words there is an element boundary (marked by a + sign) between the < i > and the < e >. Since the < l > Before < E > Rule only applies to spellings where the < i > and < e > are in the same element, words like these are not holdouts.

Teaching Notes.

The l-before-E Rule is presented in detail in Book 6, Lessons 31-34.

Item 3. Since the main point in this table is to see that the < i > and < e > are in different elements, it probably is not too important if the students give the full analyses given in the answer sheet. The bare minimum would be for them to have a plus sign between the < i > and the < e >.

The treatment here skips over some minor complexities: *Protein* is treated as a holdout here although in it the < i > and < e > are actually in different elements: In the technically correct analysis *prote + in*, the suffix *-in* is a form of *-ine* that is used to refer to neutral chemical substances. The analysis *prote + in* is more obvious in the alternative pronunciation [prō-tē-in]. The analysis *prote + in* could raise the question of why there is no final < e > deletion, the answer being that *prote* is a nonterminative base. All in all, it seems better just to treat it as a holdout.

Students may be confused about the analysis of *efficiency* to *eʃ + f + fic + i + ency*. The unusual < i > is inserted to satisfy the palatalization pattern required for the [sh] pronunciation of < c >: Without the inserted < i > we do not have the two unstressed vowels necessary for the palatalization: *Sufficiently would be pronounced with the < c > spelling [s], not [sh].

15.17 Lesson Seventeen

The Set of Bound Bases *ceive* and *cept*

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 **receive** something, it’s a **reception**.

When you **deceive** someone, it’s a **deception**.

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

TABLE 15.31:

	Nouns	Verbs
Words with <i>ceive</i>		<i>conceive</i> <i>receive</i> <i>deceive</i> <i>perceive</i>
Words with <i>cept</i>	<i>concept</i> <i>receptacle</i> <i>preconception</i> <i>acceptance</i> <i>conception</i> <i>reception</i> <i>contraceptive</i> <i>deception</i> <i>susceptibility</i> <i>exception</i> <i>perception</i> <i>receptor</i>	

2. Fill in with either *ceive* or *cept*. Usually when we want a verb, we use *ceive*, and when we want a noun, we use

cept.

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 15.32:

Adjective	= Analysis
exceptional	= <i>ex</i> + <i>cept</i> + <i>ion</i> + <i>al</i>
inconceivable	= <i>in</i> + <i>com</i> + <i>n</i> + <i>ceiv</i> + <i>able</i>
perceptible	= <i>per</i> + <i>cept</i> + <i>ible</i>
unacceptable	= <i>un</i> + <i>ad</i> + <i>c</i> + <i>cept</i> + <i>able</i>
conceptual	= <i>com</i> + <i>n</i> + <i>cept</i> + <i>ual</i>
deceptive	= <i>de</i> + <i>cept</i> + <i>ive</i>
unexceptionable	= <i>un</i> + <i>ex</i> + <i>cept</i> + <i>ion</i> + <i>able</i>
imperceptible	= <i>im</i> + <i>m</i> + <i>per</i> + <i>cept</i> + <i>ible</i>
receptively	= <i>re</i> + <i>cept</i> + <i>ive</i> + <i>ly</i>
receivable	= <i>re</i> + <i>ceiv</i> + <i>able</i>
susceptible	= <i>sub</i> + <i>s</i> + <i>cept</i> + <i>ible</i>
unaccepting	= <i>un</i> + <i>ad</i> + <i>c</i> + <i>cept</i> + <i>ing</i>

4. **<l>Before <E>Rule:** If the < i > and the <e>are in the same 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 *middle*.

In *ceive* the spelling is <e>before < i > after <c>, just as the <l>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*.

Teaching Notes.

Item 1. The two forms *cept* and *ceive* are from different inflectional forms of the Latin verb *capere* "take": *Cept* descends directly from the past participle form, *ceptus*, *ceive* descends from the stem of the combining form of *capere*, which was *cip*. In French *cip* became *ceive*. If you want more *ceive* and *cept* words with which your students can work, you can go to dwcummings.com, then to the Lexis Database section and the Words subsection. Search on Explication contains "cept" and on Explication contains "ceiv". The two searches should return 288 words.

15.18 Lesson Eighteen

The Set of Bases *duce* and *duct*

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 **reduce** something, it's called a **reduction**.

When you **introduce** someone, it's called an **introduction**.

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 15.33:

Verbs	Nouns	Adjectives
deduce	deduction	deductive
induce	induction	<i>inductive</i>
seduce	<i>seduction</i>	seductive
reduce	<i>reduction</i>	reductive
<i>reproduce</i>	reproduction	reproductive
produce	<i>production</i>	<i>productive</i>

In this array verbs take the base *duce*. Nouns and adjectives take the base *duct*.

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, or adjective,:

TABLE 15.34:

Elements	Word	Part of Speech
con + n + duct + ed	<i>conducted</i>	<i>Verb</i>
de + duct + ion	<i>deduction</i>	<i>Noun</i>
pro + duct + ive	<i>productive</i>	<i>Adjective</i>
in + duce + ment	<i>inducement</i>	<i>Noun</i>
intro + duc + ed	<i>introduced</i>	<i>Verb</i>
intro + duct + ion	<i>introduction</i>	<i>Noun</i>
pro + duc + er	<i>producer</i>	<i>Noun</i>
pro + duct + iv + ity	<i>productivity</i>	<i>Noun</i>
un + pro + duct + ive	<i>unproductive</i>	<i>Adjective</i>
mis + con + n + duct	<i>misconduct</i>	<i>Noun</i>
de + duc + ible	<i>deducible</i>	<i>Adjective</i>

TABLE 15.34: (continued)

Elements	Word	Part of Speech
de + duct + ible	<i>deductible</i>	<i>Adjective, Noun</i>
intro + duct + ory	<i>introductory</i>	<i>Adjective</i>
com + duct + or	<i>conductor</i>	<i>Noun</i>
com + duce + ive	<i>conducive</i>	<i>Adjective</i>
super + com + n + duct + or	<i>superconductor</i>	<i>Noun</i>

Teaching Notes.

Item 1. *Duct* is the free base that refers to a pipe or passageway, usually for the passage of air or liquid. Though they are related the bound base *duce* is not the same as the Italian word *Duce* “leader,” pronounced [dūchā], as in Mussolini’s title, *Il Duce*.

The story of the sources of the pair *duct* and *duce* is similar to that for *cept* and *ceive*: Both come from the Latin verb *dūcere* “draw along, lead, direct.” Our free base *duct* comes from the past participle form, *ductus*; our bound base *duce* comes directly from the infinitive form *dūcere*.

15.19 Lesson Nineteen

The Set of Bases *cede*, *ceed*, and *cess*

1. *Cede* and *cess* are a set much like *ceive* and *cept*, and *duce* and *duct*:

When you **concede** something, you make a **concession**.

When the economy **recedes**, it is a **recession**.

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:

TABLE 15.35:

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? In them the base [sēd] is spelled <eed> rather than <cede>.

3. In this array the verbs are formed with the bases *cede* and *ceed*, and their nouns are formed with the base *cess*.

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 15.36:

Elements	Word	Part of Speech
ex + ceed + ing + ly	<i>exceedingly</i>	<i>Adverb</i>
ex + cess + ive + ly	<i>excessively</i>	<i>Adverb</i>
re + cess + ive	<i>recessive</i>	<i>Adjective</i>
ne + cess + ary	<i>necessary</i>	<i>Adjective</i>
ante + ced e + ent + s	<i>antecedents</i>	<i>Noun</i>
a d + c + cess + ible	<i>accessible</i>	<i>Adjective</i>
pro + ceed + ing + s	<i>proceedings</i>	<i>Noun</i>
ne + cess + ity	<i>necessity</i>	<i>Noun</i>
se + cess + ion + ist	<i>secessionist</i>	<i>Noun</i>
ne + cess + ary + ly	<i>necessarily</i>	<i>Adverb</i>

Teaching Notes.

Item 1. The *OED* lists an obsolete *concess*, which was a synonym to *concession*. It also lists an obsolete verb, not noun, *intercess*. And it lists another obsolete and rare noun *excession* “a going out or forth.”

Items 2 and 3. *Cede*, *ceed*, and *cess* derive from the Latin verb *cēdere* “go, go back; halt, give way.” *Cess* comes from the past participle form, *cessus*. *Cede* and *ceed* come from the stem of the infinitive, *ced*. It is not clear why the bases in *exceed*, *proceed*, and *succeed* are spelled the way they are. Their earliest spellings in English, usually 14th century, were <cede>. The <ceed>spelling does not arise until the 16th century.

15.20 Lesson Twenty

More About *cede*, and *cess*

1. Although the bases *cede* appear in a number of words, it is not 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.

Sometimes it is hard to see the meaning that *cede*, *ceed*, and *cess* add to words, but often the tie-in with the original meaning of “go, go back, give way” is clear once you think about it: For instance, in the word *recede* the prefix *re-* means “back,” and if something recedes, it goes back. The prefix *inter-* means “between,” and if someone intercedes for someone else, he goes between that person and another; we even call people who intercede like that “go-betweens.” The prefix *ex-* means “out, beyond,” and if something exceeds the limits, it goes out beyond the limits.

Some other words have changed so much over the centuries that the tie between the modern meaning and the original meaning is less clear, though there is always a tie. For instance, *succeed* originally meant simply “to come after another, to take another’s place.” It still has that meaning when we say things like “Bill Clinton succeeded George Bush as president of the United States.” But today’s more common meaning of *succeed* and *success*— that is, the accomplishment of something desirable — developed gradually: At first *succeed* meant something like “to follow,” and so it, and *success*, came to refer to the results, good or bad, of a course of action. You could have good or bad success, meaning a desirable or undesirable result. In time the meaning narrowed to the good and desirable, which leads to our current use of *succeed* and *success*.

3. The verb *proceed* has another unusual thing about it: When we add the suffix *-ure* to it, to make a noun, the noun is not spelled **procedure*, 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.

Analyze the following words into prefixes, bases, and suffixes, showing any changes that occurred when the elements combined:

TABLE 15.37:

Word	Analysis
proceed	
proceedings	
proceeded	
procedure	
procedures	
procedural	
procedurally	

TABLE 15.37: (continued)

Word

necessarily

preceding

recesses

cessions

sessions

superseding

abscess

antecedents

successively

Analysis

15.21 Lesson Twenty-one

The Set of Bound Bases miss and mit

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 15.38:

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 *mit* and nouns have the base *miss*.

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:

ad – “to, toward”

com – “with, together”

ex – “out, away”

inter – “between, among”

re – “again, back”

trans – “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 15.39:

Elements	Word
trans + mit + <i>t</i> + er	<i>transmitter</i>
com + miss + ion + er	<i>commissioner</i>
com + miss + ar	<i>commissar</i>
ad + mit + <i>t</i> + ance	<i>admittance</i>
miss + ile	<i>missile</i>
com + mit + ment	<i>commitment</i>
e x + miss + ion	<i>emission</i>
sub + miss + ive + ly	<i>submissively</i>

TABLE 15.39: (continued)

Elements	Word
miss + ion + ary	<i>missionary</i>
dis + miss + al	<i>dismissal</i>

4. Now try some the other way around. Analyze these words into prefixes, bases, and suffixes, showing any changes:

TABLE 15.40:

Word	Analysis
emitted	<i>ex + mit + t + ed</i>
intermissions	<i>inter + miss + ion + s</i>
admittedly	<i>ad + mit + t + ent</i>
intermittent	<i>inter + mit + t + ent</i>
permissible	<i>per + miss + ible</i>
remittance	<i>re + mit + t + ance</i>
submitted	<i>sub + mit + t + ed</i>
dismissed	<i>dis + miss + ed</i>
missionaries	<i>miss + ion + ary + i + es</i>
committees	<i>com + mit + t + ee + s</i>
omitted	<i>ob + mit + t + ed</i>
remission	<i>re + miss + ion</i>

Teaching Notes.

The Latin verb from which *mit* and the bound base *miss* in this set descend was *mittere*. The bound base *miss* comes from the Latin past participle *missus*; the bound base *mit* comes from the stem of the infinitive *mittere*. This base *miss* is not related to either of the free bases *miss*- neither the verb *miss* “to fail to hit” (which came from Old English) or the noun *miss*, as in “Miss Johnson” (which is a shortening of *Mistress*).

15.22 Lesson Twenty-two

Test Three

TABLE 15.41:

Words

1. *conceivable*
2. *inducement*
3. *exceeds*
4. *natural*
5. *necessary*
6. *products*
7. *receiver*
8. *susceptible*
9. *submission*
10. *submitting*

Analysis

Prefix + bound base + suffix = con + n + ceiv + able

Prefix + bound base + suffix = in + duce + ment

Prefix + bound base + suffix = ex + ceed + s

Noun + suffix = natur + al

Prefix + bound base + suffix = ne + cess + ary

Prefix + bound base + suffix = pro + duct + s

Prefix + bound base + suffix = re + ceiv + er

Prefix + bound base + suffix = sub + s + cept + ible

Prefix + bound base + suffix = sub + miss + ion

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:

pro <u>ce</u> du <u>r</u> e <u>s</u>	z <u>e</u> alous	pr <u>e</u> sid <u>e</u> nt	clo <u>s</u> e <u>t</u>
po <u>s</u> itive	critic <u>i</u> z <u>e</u>	gymna <u>s</u> iu <u>m</u>	ob <u>s</u> erve
qu <u>i</u> z	pa <u>j</u> ama <u>s</u>	l <u>i</u> z <u>a</u> rd	w <u>i</u> sd <u>o</u> m
do <u>z</u> en	abu <u>s</u> e (<i>verb</i>)	waitr <u>e</u> ss <u>e</u> s	pr <u>e</u> s <u>e</u> nt <u>s</u>
div <u>i</u> s <u>i</u> bl <u>e</u>	he <u>s</u> it <u>a</u> te	re <u>s</u> id <u>e</u> nce	squ <u>e</u> e <u>e</u> z <u>e</u>
se <u>i</u> z <u>e</u> d	cit <u>i</u> z <u>e</u> n	reco <u>g</u> n <u>i</u> z <u>e</u>	ph <u>a</u> v <u>e</u> s <u>e</u>

2. Sort the words into these two groups:

Words with [z] spelled < s >

<i>procedures</i>	<i>abuse(v.)</i>	<i>waitresses</i>	<i>wisdom</i>
<i>positive</i>	<i>hesitate</i>	<i>residence</i>	<i>presents</i>
<i>divisible</i>	<i>president</i>	<i>closet</i>	<i>phase</i>
<i>pajamas</i>	<i>gymnasium</i>	<i>observe</i>	

Words with [z] spelled <z>:

<i>quiz</i>	<i>zealous</i>	<i>lizard</i>
<i>dozen</i>	<i>criticize</i>	<i>recognize</i>
<i>seized</i>	<i>citizen</i>	<i>squeeze</i>

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:

- The < s > spelling of [z] does not occur at the beginnings of words; the <z>spelling does.
- The < s > spelling is much more common than is the <z>spelling.
- 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” or “I’m not sure what phase of the moon we have tonight, but I think it

is a full moon.” It comes from the Greek word φάσις *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*.

Teaching Notes.

For more on the spelling of [z] see *AES*, pp. 391-97.

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:

TABLE 15.42: Words with [z] spelled

<zz>		<ss>	
<i>blizzard</i>	<i>quizzing</i>	<i>dessert</i>	<i>possess</i>
<i>sizzle</i>	<i>dizzy</i>	<i>dissolve</i>	<i>brassiere</i>
<i>whizzed</i>	<i>dazzle</i>	<i>scissors</i>	<i>possession</i>
<i>puzzles</i>	<i>grizzly</i>		
<i>fezzes</i>	<i>embezzle</i>		

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:

whizzed *fezzes* *quizzing*

The words in which <zz>is between a short vowel and <le>are:

sizzle *dazzle* *embezzle*
puzzles *grizzly*

The words in which <zz>is in a VCC pattern are:

blizzard *dizzy*

The words above in which [z] is spelled < s >are:

scissors

puzzles

fezzes

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

Teaching Notes.

Item 4. *Grizzly* analyzes to *grizzl* + *y*.

CHAPTER 16 **Teacher 08-Lesson 25-48****Chapter Outline**

- 16.1 LESSON TWENTY-FIVE
 - 16.2 LESSON TWENTY-SIX
 - 16.3 LESSON TWENTY-SEVEN
 - 16.4 LESSON TWENTY-EIGHT
 - 16.5 LESSON TWENTY-NINE
 - 16.6 LESSON THIRTY
 - 16.7 LESSON THIRTY-ONE
 - 16.8 LESSON THIRTY-TWO
 - 16.9 LESSON THIRTY-THREE
 - 16.10 LESSON THIRTY-FOUR
 - 16.11 LESSON THIRTY-FIVE
 - 16.12 LESSON THIRTY-SIX
 - 16.13 LESSON THIRTY-SEVEN
 - 16.14 LESSON THIRTY-EIGHT
 - 16.15 LESSON THIRTY-NINE
 - 16.16 LESSON FORTY
 - 16.17 LESSON FORTY-ONE
 - 16.18 LESSON FORTY-TWO
 - 16.19 LESSON FORTY-THREE
 - 16.20 LESSON FORTY-FOUR
 - 16.21 LESSON FORTY-FIVE
 - 16.22 LESSON FORTY-SIX
 - 16.23 LESSON FORTY-SEVEN
 - 16.24 LESSON FORTY-EIGHT
-

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:

<u>f</u> luorescent	<u>f</u> astener	heifer	<u>f</u> oreign
eff <u>ic</u> ient	indiff <u>er</u> ent	cert <u>if</u> y	<u>f</u> riendly
<u>f</u> ascinate	not <u>if</u> y	golf <u>f</u>	sh <u>el</u> f
buff <u>al</u> o	count <u>erf</u> eit	coff <u>e</u> e	def <u>in</u> ite
<u>f</u> eisty	prof <u>an</u> ity	waff <u>l</u> es	<u>iff</u> y
sc <u>ie</u> ntific	defra <u>ud</u> ed	fezz <u>e</u> s	<u>f</u> inancier

2. Sort the words into the following two groups:

TABLE 16.1: Words with [f] spelled <f>:

<i>flourescent</i>	<i>notify</i>	<i>certify</i>	<i>shelf</i>
<i>fascinate</i>	<i>counterfeit</i>	<i>golf</i>	<i>definite</i>
<i>feisty</i>	<i>profanity</i>	<i>fezzes</i>	<i>financier</i>
<i>scientific</i>	<i>defrauded</i>	<i>foreign</i>	
<i>fastener</i>	<i>heifer</i>	<i>friendly</i>	

TABLE 16.2: Words with [f] spelled <ff>:

<i>efficient</i>	<i>indifferent</i>	<i>waffles</i>
<i>buffalo</i>	<i>coffee</i>	<i>iffy</i>

About 90% of the time [f] is spelled one of these two ways.

3. Most of the time [f] is spelled <f> or <ff>.

4.f 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 16.3:

Word	Analysis
affection	<i>af + f + fect + ion</i>
iffy	<i>if + f + y</i>
offering	<i>of + f + fer + ing</i>
sheriff	VCC
effective	<i>ex + f + fect + ive</i>
shelfful	<i>shelf + ful</i>
gruff	VCC
buffalo	VCC
indifferent	<i>in + dif + f + fer + ent</i>
efficient	<i>ex + f + fic + i + ent</i>
waffles	<ffle>
daffodil	VCC
suffered	<i>su + f + fer + ed</i>
iffiest	<i>if + f + y + i + est</i>
coffee	VCC

Teaching Notes.

Item 4. The answer sheet gives full analyses for the words in this table although the students need only analyze the words enough to show the reason for the <ff>. The < i > insertion in *efficient* is, again, due to the demands of the pattern for the palatalized <c>spelling of [sh].

For more on the spelling of [f] see *AES*, pp. 377-84.

16.2 Lesson Twenty-six

Five Other Ways to Spell [f]

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

<u>ph</u> ysics	pro <u>ph</u> et	<u>ph</u> enomenon	xerog <u>ra</u> ph <u>y</u>
ele <u>ph</u> ant	as <u>ph</u> alt	xe <u>no</u> phobia	para <u>gra</u> ph
s <u>ph</u> ere	<u>ph</u> ilosoph <u>y</u>	tele <u>ph</u> one	<u>ph</u> otog <u>ra</u> ph
<u>ph</u> ase	<u>ph</u> antom	<u>ph</u> rase	ne <u>ph</u> ew
xylo <u>ph</u> one	em <u>ph</u> asis	sym <u>ph</u> ony	trium <u>ph</u>

2. Sort the words into these three groups:

TABLE 16.4: Words in which [f] is spelled <ph>...

at the front	in the middle		at the end
<i>physics</i>	<i>elephant</i>	<i>xenophobia</i>	<i>paragraph</i>
<i>phase</i>	<i>sphere</i>	<i>telephone</i>	<i>photograph</i>
<i>philosophy</i>	<i>xylophone</i>	<i>symphony</i>	<i>triumph</i>
<i>phantom</i>	<i>prophet</i>	<i>xerography</i>	
<i>phenomenon</i>	<i>asphalt</i>	<i>nephew</i>	
<i>phrase</i>	<i>emphasis</i>		
<i>photograph</i>			

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 σάπφειρος, *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? *at the end* Is the vowel sound in front of the <gh>long or is it short? *short*. The vowel in front of the <gh>is spelled with two letters. What is the second of these letters in each word? <u>

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 <f> or <ff>. Sometimes [f] is spelled <ff> because of *twinning*, *assimilation*, *simple addition*, *VCC*, or *VCCle#*. Words with <ff> due to twinning are *iffy*, *iffier*, and *iffiest*. Five other spellings of [f] are <ph>, <p-ph>, <gh>, <lf>, and <ft>.

Teaching Notes.

Item 1. *Phantom* has the variant spelling *fantom*. In Middle English it was spelled with an <f>; the <ph> spelling came later, probably as part of the enthusiasm for things Latin and Greek.

Item 2. Notice that even among the words with the <ph> in the middle, the <ph> is still usually at the beginning or end of an element: *xylo + phone*, *pro + phet*, *em + phasis*, *xeno + phobia*, *tele + phone*, *sym + phony*, *xerograph + y*.

Item 3. The use of <gh> to spell [g] at the front of words, as in *ghost*, *ghoul*, and *ghastly* is a late-comer to the language. For more on <gh> see the teaching notes in Book 5, Lesson 8.

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 16.5:

Noun	Analysis: Stem + Suffix	Stem
productivity	<i>productiv</i> + <i>ity</i>	Adjective
necessity	<i>necess</i> + <i>ity</i>	Bound
quality	<i>qual</i> + <i>ity</i>	Bound
dignity	<i>dign</i> + <i>ity</i>	Bound
extremity	<i>extrem</i> + <i>ity</i>	Adjective (Noun)
complexity	<i>complex</i> + <i>ity</i>	Adjective (Noun)
humility	<i>humil</i> + <i>ity</i>	Bound
capacity	<i>capac</i> + <i>ity</i>	Bound
quantity	<i>quant</i> + <i>ity</i>	Bound
publicity	<i>public</i> + <i>ity</i>	Adjective (Noun)

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:

anxi <u>ety</u>	feroc <u>ity</u>	notori <u>ety</u>	real <u>ity</u>
casual <u>ty</u>	gai <u>ety</u>	penal <u>ty</u>	sanct <u>ity</u>
celebr <u>ity</u>	intens <u>ity</u>	pi <u>ety</u>	simplic <u>ity</u>
certain <u>ty</u>	liber <u>ty</u>	povert <u>ty</u>	soci <u>ety</u>
char <u>ity</u>	loyal <u>ty</u>	propert <u>ty</u>	special <u>ty</u>
etern <u>ity</u>	mental <u>ity</u>	propriet <u>ty</u>	vari <u>ety</u>

3. Sort the twenty-four words into these three groups:

TABLE 16.6: Words with ...

-ity

ferocity
celebrity
charity
eternity
ferocity

-ety

anxiety
gaiety
notoriety
piety
propriety

-ty

casually
certainly
liberty
loyalty
penalty

TABLE 16.6: (continued)

-ity	-ety	-ty
<i>intensity</i>	<i>society</i>	<i>property</i>
<i>mentality</i>	<i>variety</i>	<i>specialty</i>
<i>reality</i>		
<i>sanctity</i>		
<i>simplicity</i>		

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? unstressed. Is the vowel right in front of *-ety* long or short? long. Is it stressed or unstressed? stressed.

5. What are the main differences between words in which we use *-ity* and those in which we use *-ty*? In words with *-ity* the vowel just before the *-ity* is stressed and short; in words with *-ty* the vowel just before the *-ty* is unstressed.

6. Here are the analyses of the words above with *-ety*:

anxiety = *anxi* + *ety*

propriety = *propri* + *ety*

notoriety = *notori* + *ety*

society = *soci* + *ety*

gaiety = *gay* + *i* + *ety*

variety = *vary* + *i* + *ety*

7. What are the main differences between words in which we use *-ity* and those in which we use *-ety*? In words with *-ity* the vowel just before the *-ity* is stressed and short; in words with *-ety* the vowel just before the *-ety* is stressed and long and always spelled < i >.

Teaching Notes.

Item 1. *Extreme*, *complex*, and *public* have all acquired noun meanings as well as their original adjective meanings.

Items 6-7. Notice that all of the stems that take *-ety* end in < i >. Thus, the use of *-ety* rather than *-ity* enforces the constraint against <ii> in English: **anxiity*, **propriity*, etc. For more on the constraint against <ii> see AES, pp. 81-82.

16.4 Lesson Twenty-eight

More Practice with

1. Combine the following elements to form nouns:

TABLE 16.7:

Elements	Noun
capt + iv e + ity	<i>captivity</i>
pi + ety	<i>piety</i>
abil + ity	<i>ability</i>
anxi + ety	<i>anxiety</i>
soci + ety	<i>society</i>
pro + duct + iv e + ity	<i>productivity</i>
speci + al + ty	<i>speciality</i>
proper + ty	<i>property</i>
multi + plic + ity	<i>multiplicity</i>
gay + i + ety	<i>gaiety</i>
vary + i + ety	<i>variety</i>
notori + ety	<i>notoriety</i>
ment + al + ity	<i>mentality</i>
liber + ty	<i>liberty</i>
sub + lim e + ity	<i>sublimity</i>
com + plex + ity	<i>complexity</i>
in + capac + ity	<i>incapacity</i>
re + al + ity	<i>reality</i>
un + cert + ain + ty	<i>uncertainty</i>
cas e + ual + ty	<i>casualty</i>
feroc + ity	<i>ferocity</i>
majes + ty	<i>majesty</i>
pen + al + ty	<i>penalty</i>
roy + al + ty	<i>royalty</i>

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)

Teaching Notes.

Item 1. The base of *piety*, *pi*, has the root meaning “dutiful” and is found also in the word *pious*. The base of *ability*, *abil*, is the nonterminative form of *able*.

16.5 Lesson Twenty-nine

The Free Bases *scribe* and *script*

1. *Scribe* and *script* mean “write, writing.” They work in partnership like other pairs of bases with which you have been working:

TABLE 16.8:

Verbs	Nouns
circumscribe	circumscription
describe	description
inscribe	inscription
prescribe	prescription
proscribe	proscription
subscribe	subscription
transcribe	transcription

Sort the fourteen words into this matrix:

TABLE 16.9: Words with the base . . .

	<i>script</i>	<i>scribe</i>
Nouns	<i>circumscription</i> <i>description</i> <i>inscription</i> <i>prescription</i> <i>proscription</i> <i>subscription</i> <i>transcription</i>	
Verbs		<i>circumscribe</i> <i>describe</i> <i>inscribe</i> <i>prescribe</i> <i>proscribe</i> <i>subscribe</i> <i>transcribe</i>

2. In this array the base *scribe* is used to form verbs, and the base *script* is used to form nouns.

3. Analyze the following words into prefixes, bases, and suffixes:

TABLE 16.10:

Word	Analysis
description	<i>de</i> + <i>script</i> + <i>ion</i>
indescribable	<i>in</i> + <i>de</i> + <i>scrib</i> + <i>able</i>

TABLE 16.10: (continued)

Word	Analysis
inscribes	<i>in + scribe + s</i>
inscription	<i>in + script + ion</i>
prescriptions	<i>pre + script + ion + s</i>
subscriber	<i>sub + scribē + er</i>
transcript	<i>trans + script</i>
postscript	<i>post + script</i>
descriptively	<i>de + script + ivē + ly</i>
scriptures	<i>script + ure + s</i>
prescribing	<i>pre + scribē + ing</i>
subscript	<i>sub + script</i>
scriptural	<i>script + urē + al</i>
circumscribed	<i>circum + scribē + ed</i>
transcribing	<i>trans + scribē + ing</i>
manuscript	<i>manu + script</i>
proscribed	<i>pro + scribē + ed</i>
proscription	<i>pro + script + ion</i>
scriptwriter	<i>script + writē + er</i>
nondescript	<i>non + de + script</i>
superscript	<i>super + script</i>

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:

script^{superscript}

script_{subscript}

The base *manu* in *manuscript* means “hand”: Originally, a manuscript was something written by hand.

Teaching Notes.

Item 1. Both *scribe* and *script* derive from the Latin verb *scribere* “to mark, draw, write.” *Script* comes from the past participle form, *scriptus*; *scribe* comes from the stem of the infinitive.

Proscribe “to condemn” and *proscription* “a condemnation” have the root meaning “to write forth, to make public.” Their Latin versions were used especially to describe public acts of condemnation; thus the modern sense. *Subscribe* has the root meaning “to put one’s signature under—especially an accusation. *Describe* has the root meaning “to write from,” meaning to copy a model.

Item 3. The < s >-deletion in *transcript* and *transcribing* is due to a constraint in English against clusters of consonants of three or more that contain a doublet consonant. So it is *transcript* (*trans + script*) rather than **transscript*. For more on this constraint see *AES*, pp. 77-79.

16.6 Lesson Thirty

Test Four

TABLE 16.11:

Words

1. *buffalo*
2. *certainty*
3. *complexity*
4. *citizen*
5. *phase*
6. *society*
7. *subscription*
8. *manuscript*
9. *prescribe*
10. *xylophone*

Analysis

[f] = <ff> [ō] = <o>
 Adjective + suffix = certain + ty
 Prefix + bound base + suffix = com + plex + ity
 [z] = <z>
 [f] = <ph> [z] = <s>
 Bound base + suffix = soci + ety
 Prefix + free base + suffix = sub + script + ion
 Bound base + free base = manu + script
 Prefix + free base = pre + scribe
 [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:

obj <u>e</u> ct	<u>j</u> uicy	<u>j</u> ud <u>g</u> ement	ad <u>j</u> ust
acknowled <u>g</u> e	ma <u>j</u> esty	pa <u>j</u> amas	<u>j</u> ustify
bu <u>d</u> get	cou <u>r</u> ageous	hy <u>g</u> iene	en <u>e</u> rgy
<u>g</u> ymnasium	gr <u>u</u> dge	de <u>j</u> ected	pre <u>j</u> udice
ma <u>j</u> estic	ga <u>d</u> get	oxy <u>g</u> en	di <u>g</u> estion
wre <u>k</u> age	ad <u>j</u> ective	<u>j</u> ournalist	me <u>s</u> senger

2. Sort the words into these four groups:

TABLE 16.12: Words in which [j] is spelled . . .

<j>		<g>	
<i>object</i>	<i>pajamas</i>	<i>gymnasium</i>	<i>energy</i>
<i>majesty</i>	<i>dejected</i>	<i>wreckage</i>	<i>digestion</i>
<i>juicy</i>	<i>journalist</i>	<i>courageous</i>	<i>messenger</i>
<i>majestic</i>	<i>justify</i>	<i>hygiene</i>	
<i>judgement</i>	<i>prejudice</i>	<i>oxygen</i>	

TABLE 16.13: Words in which [j] is spelled . . .

<dg>		<dj>
<i>acknowledge</i>	<i>gadget</i>	<i>adjective</i>
<i>budget</i>	<i>judgement</i>	<i>adjust</i>
<i>grudge</i>		

3. Look at the words in which [j] is spelled either <g>or <dg>. Sort them into the following three groups:

TABLE 16.14: Words in which the <g>or <dg>is followed by . . .

an <e>		an <i >	a <y>
<i>acknowledge</i>	<i>judgement</i>	<i>hygiene</i>	<i>gymnasium</i>
<i>budget</i>	<i>oxygen</i>	<i>grudging</i>	<i>energy</i>
<i>wreckage</i>	<i>digestion</i>		
<i>courageous</i>	<i>messenger</i>		
<i>gadget</i>			

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>? <g>. When there is a short vowel right in front of the [j], how is the [j] spelled, <g> or <dg>? <dg>. When the [j] is spelled <g>, which letters always follow the <g>? <e>, <i>, or <y>. Does the spelling <j> usually come at the front, in the middle, or at the end of an element? At the front Does <dg> ever come at the front of a word? No

5. The <d> 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 16.15:

Word with [j] spelled <dj>	Analysis: Prefix + stem
<i>adjective</i>	<i>ad + jective</i>
<i>adjust</i>	<i>ad + just</i>

6. Four ways of spelling [j] are <j>, <g>, <dg>, and <dj>.

Teaching Notes.

Item 1. The students are told not to underline any final <e>'s because the <e>'s are not part of the spelling but rather part of the context that makes the <g> spelling possible.

The only known common word in which [j] is spelled <gg> is *exaggerate*. Its less common free base, *agger* “a mound; a double tide,” also has the <gg> spelling of [j]. The base *agger* (*ad* + *g* + *ger*), “to carry to” carries the root meaning “to pile up.” In *exaggerate* the prefix *ex-* is an intensifier, used much the way we use a word like *up*, as in “She tore the dress up” vs. “She tore the dress.” So the modern meaning of *exaggerate* echoes its earlier senses: Notice that we still say of someone who is exaggerating that “He is really piling it on.”

Soft <g> is introduced in Lessons 37-39 of Book 3. For more on the spelling of [j] see *AES*, pp. 417-21.

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:

grad <u>u</u> al	sched <u>u</u> le	proced <u>u</u> re	educ <u>u</u> ate
pend <u>u</u> lum	gradu <u>u</u> ate	individu <u>u</u> al	ardu <u>u</u> ous
fraud <u>u</u> lent	resid <u>u</u> al	modul <u>u</u> ation	assid <u>u</u> ous

2. What letter always follows the <d> in these words? <u>

3. Underline the letters that spell [j] in the following three words:

cord <u>u</u> al	grand <u>u</u> eur	sold <u>u</u> ier
------------------	--------------------	-------------------

How does the setting in which <d> spells [j] in these three words differ from the setting in part 1 above? These words have <i> or <eu> following the <d> the words in Item 1 <u> following the <d>.

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

TABLE 16.16: Words in which <d> spells ...

[j]		[d]	
<i>gradual</i>	<i>modulate</i>	<i>graded</i>	<i>individual</i>
<i>pendulum</i>	<i>individual</i>	<i>dependent</i>	<i>undivided</i>
<i>fraudulently</i>	<i>educated</i>	<i>defrauded</i>	<i>educated</i>
<i>residual</i>	<i>aruous</i>	<i>resident</i>	<i>reduced</i>
		<i>proceeded</i>	<i>yardage</i>

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:

TABLE 16.17:

	Spellings of [j]	Words that Contain the Spellings
# 1	<j>	<i>judge</i>
# 2	<g>	<i>hygiene</i>
# 3	<dg>	<i>fudge</i>
# 4	<dj>	<i>adjective</i>
# 5	<d>	<i>gradual</i>

Teaching Notes.

items 1-3. The extra < u > could raise questions in class. It is not quite right to say that the < u > is put in there to mark the palatalization, because the < u > was there before the palatalization, and actually triggered it. The < u > is there because it was there in Latin. But it is right to say that today the < u > is necessary to mark the setting for the palatalization and thus the <d>spelling of [j].

This also explains the < i > in *-ial* and the < u > in *-ual*, two forms of the suffix *-al* that were discussed in Lesson 29 of Book Seven. It is accurate enough to say that these are two “forms” of *-al* since the < i > and < u > were added to the basic <al>form. Words that contain *-ial* or *-ual* show palatalization if the sound at the end of the stem can be palatalized: *actual*, *partial*, *sexual*, *gradual*, *racial*, etc. The only words not showing palatalization have stems that end in sounds that can’t be palatalized: the bilabial [b] in *adverbial*, for instance, or the [r] in *tutorial*. In cases without palatalization the < i > and < u > are still pronounced.

Educate is a bit of a curiosity: The palatalization occurs at the front of the base, rather than at the end upon the addition of a suffix. Also *educate* is related to *educ* in which the palatalization does not occur. Dictionaries show *educ* with [ū] and [yū]. It is conceivable that in time the pronunciation with the [y] glide will begin to encourage a palatalized pronunciation of *educ*, with [j] rather than [d]. It is likely that if such a change were to develop, it would be resisted as “sloppy pronunciation.”

Item 4. *Dependent* has the variant *dependant*. The form with < a > came through French; that with <e>came directly from Latin. Notice that *independent* does not have a variant with < a >, though *dependent* and *pendent* do.

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 16.18:

Stem	+ Suffix	= Noun
pac	+ age	= <i>package</i>
drain	+ age	= <i>drainage</i>
break	+ age	= <i>breakage</i>
wreck	+ age	= <i>wreckage</i>
pass	+ age	= <i>passage</i>
carry + i	+ age	= <i>carriage</i>
stor é	+ age	= <i>storage</i>
dos é	+ age	= <i>dosage</i>
percent	+ age	= <i>percentage</i>

2. Try some the other way around. Notice that not all the stems in this group are verbs:

TABLE 16.19:

Noun	= Stem	+ Suffix
package	= <i>pack</i>	+ <i>age</i>
carriage	= <i>carry</i> + i	+ <i>age</i>
luggage	= <i>lug</i> + g	+ <i>age</i>
percentage	= <i>percent</i>	+ <i>age</i>
dosage	= <i>dosé</i>	+ <i>age</i>
bandage	= <i>band</i>	+ <i>age</i>
roughage	= <i>rough</i>	+ <i>age</i>
yardage	= <i>yard</i>	+ <i>age</i>
postage	= <i>post</i>	+ <i>age</i>
storage	= <i>storé</i>	+ <i>age</i>
passage	= <i>pass</i>	+ <i>age</i>
baggage	= <i>bag</i> + g	+ <i>age</i>

3. The suffix *-age* is often added to bound stems. Add *-age* to each of the following bound stems to form a noun:

TABLE 16.20:

Bound Stem	Noun: Bound Stem +age
advant	<i>advantage</i>
aver	<i>average</i>
dam	<i>damage</i>
encour	<i>encourage</i>
foli	<i>foliage</i>
langu	<i>language</i>
mess	<i>message</i>
sav	<i>savage</i>
vill	<i>village</i>
voy	<i>voyage</i>

Teaching Notes.

Notice that in the suffix *-age* the letter < a > spells an unstressed short < i >.

Item 1. The one stem in the table that is not a verb is *percent*, though all of them also have noun meanings as well as verb meanings. Most monosyllabic English verbs can also function as nouns.

Item 3. There is no twinning in words like *damage* and *savage* because the twinning rule only applies to free stems, and *dam* and *sav* are not free stems; they are bound. The bound base *dam* is not related to either of the free bases *dam*. The first *dam* refers to a barrier to hold back water and is not related to the second, which refers to the mother of four-footed animals. Actually, the bound base *dam* is more closely related to the mild oath *damn*, since both descend from the Latin *damnum* “damage, loss, hurt.” The bound base *sav* has the root meaning “of the woods, wild” and is related to our word *sylvan*.

16.10 Lesson Thirty-four

The Suffixes -able and -ible

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:

TABLE 16.21:

Verb	Noun: Stem + <i>ion</i>	Noun: Stem + <i>ation</i>	Adjective: Stem + [e]ble
<i>admire</i>		<i>admiration</i>	admirable
<i>adopt</i>	<i>adoption</i>		adoptable
<i>adore</i>		<i>adoration</i>	adorable
<i>attract</i>	<i>attraction</i>		attractable
<i>attribute</i>	<i>attribution</i>		attributable
<i>commend</i>		<i>commendation</i>	commendable
<i>compress</i>	<i>compression</i>		compressible
<i>compute</i>		<i>computation</i>	computable
<i>consider</i>		<i>consideration</i>	considerable
<i>corrupt</i>	<i>corruption</i>		corruptible
<i>dispense</i>		<i>dispensation</i>	dispensable
<i>exhaust</i>	<i>exhaustion</i>		exhaustible
<i>express</i>	<i>expression</i>		expressible
<i>predict</i>	<i>prediction</i>		predictable
<i>present</i>		<i>presentation</i>	presentable
<i>quote</i>		<i>quotation</i>	quotable
<i>reform</i>		<i>reformation</i>	reformable
<i>reverse</i>	<i>reversion</i>		reversible
<i>substitute</i>	<i>substitution</i>		substitutable
<i>value</i>			valuable

3. Do verbs that form nouns with *-ation* form adjectives with *-ible* or with *-able*? *-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 16.22:

Verb	Adjective
<i>appreciate</i>	appreciable
<i>calculate</i>	calculable
<i>communicate</i>	communicable
<i>demonstrate</i>	demonstrable
<i>equate</i>	equable
<i>estimate</i>	estimable
<i>navigate</i>	navigable
<i>negotiate</i>	negotiable
<i>penetrate</i>	penetrable
<i>remediate</i>	remediable
<i>separate</i>	seperable
<i>venerate</i>	venerable
<i>anticipate</i>	anticipatable
<i>circulate</i>	circulatable
<i>create</i>	creatable
<i>indicate</i>	indicatable
<i>locate</i>	locatable
<i>translate</i>	translatable

5. Do verbs that end in *-ate* take *-ible* or *-able*? *-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 16.23:

Verb	Adjective
<i>classify</i>	classifiable
<i>deny</i>	deniable
<i>envy</i>	enviable
<i>justify</i>	justifiable
<i>levy</i>	leviable
<i>magnify</i>	magnifiable
<i>modify</i>	modifiable
<i>multiply</i>	multipliable
<i>notify</i>	notifiable

TABLE 16.23: (continued)

Verb	Adjective
<i>pity</i>	pitiable
<i>rely</i>	reliable
<i>vary</i>	variable

Which do verbs that end in <y> take to form adjectives, *-ible* or *-able*? *-able*

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 second 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 16.24:

Verb	Noun	Adjective
<i>reclaim</i>	<i>reclamation</i>	reclaimable

On the other hand, in the set *hend*, *hens*, the noun *comprehension* uses the same base as the the adjective *comprehensible*.

TABLE 16.25:

Verb	Noun	Adjective
<i>comprehend</i>	comprehension	comprehensible

2. Fill in the blanks and answer the questions following the table:

TABLE 16.26:

Verb	Noun	Adjective
<i>absorb</i>	absorption	absorbable
<i>certify</i>	certification	certifiable
<i>comprehend</i>	comprehension	comprehensible
destroy	<i>destruction</i>	destructible
<i>dispose</i>	disposition	disposable
divide	<i>division</i>	dividable
explain	<i>explanation</i>	explainable
<i>explode</i>	explosion	explosible
<i>perceive</i>	<i>perception</i>	perceptible
persuade	<i>persuasion</i>	persuadable
<i>pronounce</i>	pronunciation	pronounceable
<i>reclaim</i>	<i>reclamation</i>	reclaimable
<i>resolve</i>	<i>resolution</i>	resolvable
<i>reveal</i>	revelation	revealable
<i>satisfy</i>	satisfaction	satisfiable
solve	<i>solution</i>	solvable
submerge	<i>submersion</i>	submersible

TABLE 16.26: (continued)

Verb	Noun	Adjective
<i>transmit</i>	<i>transmission</i>	transmittable

3. In the words in this array if the noun uses a different base from the adjective, the adjective ends in *-able*. If the noun uses the same base as the adjective, the adjective ends in *-ible*.

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*.

Teaching Notes.

Item 4. This is only “a fairly good generalization” because (i) it is more complex than we’d like, and (ii) it has a number of holdouts (for instance: *introduction* but *introducible*). However, the generalization has many more instances than holdouts. Also, in a number of cases there are variant spellings, one with <ible>, one with <able>(*transmittable*, *transmittible*; *evadable*, *evadible*), in which cases the generalization produces an accepted spelling. And I believe the demanding scrutiny involved can be a useful exercise for the students, both in general and for impressing the spellings in their minds.

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 with whichever is correct:

TABLE 16.27:

Verb	Noun	Adjective
admire	<i>admiration</i>	<i>admirable</i>
irritate	<i>imitation</i>	<i>irritable</i>
vary	<i>variation</i>	<i>variable</i>
<i>oppose</i>	opposition	<i>opposable</i>
consider	<i>consideration</i>	<i>considerable</i>
tolerate	toleration	<i>tolerable</i>
deny		<i>deniable</i>
<i>justify</i>	justification	<i>justifiable</i>
observe	<i>observation</i>	<i>observable</i>
negotiate	negotiation	<i>negotiable</i>
envy		<i>enviable</i>
<i>classify</i>	classification	<i>classifiable</i>
<i>pronounce</i>	pronunciation	pronounceable
comprehend	<i>comprehension</i>	<i>comprehensible</i>

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 16.28:

Native Word	Adjective with [bl]
answer	<i>answerable</i>
believe	<i>believable</i>
break	<i>breakable</i>
chew	<i>chewable</i>
crunch	<i>crunchable</i>
drink	<i>drinkable</i>
foresee	<i>foreseeable</i>

TABLE 16.28: (continued)

Native Word	Adjective with [bl]
forget	<i>forgettable</i>
forgive	<i>forgivable</i>
kiss	<i>kissable</i>
kiss	<i>kissable</i>
laugh	<i>laughable</i>
learn	<i>learnable</i>
reach	<i>reachable</i>
return	<i>returnable</i>
sing	<i>singable</i>
teach	<i>teachable</i>
work	<i>workable</i>

Native adjectives use the suffix -able.

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 16.29:

New Adjective	Analysis: Stem + Suffix
biodegradable	<i>biodegrade + able</i>
addressable	<i>address + able</i>
air-droppable	<i>air-drop + p + able</i>
camouflageable	<i>camouflage + able</i>
cartoppable	<i>cartop + p + able</i>
thermoformable	<i>thermoform + able</i>

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 16.30:

Words

1. *knowledge*
2. *carriage*
3. *adorable*
4. *pajamas*
5. *considerable*
6. *percentage*
7. *divisible*
8. *exhaustible*
9. *justification*
10. *procedure*

Analysis

[j] = <dg> Verb + suffix = *know* + *ledge*

[j] = <g> Verb + suffix = *carry*+ i + *age*

Verb + suffix = *adore*+ *able*

[j] = <j>

Verb + suffix = *consider* + *able*

[j] = <g> Free stem + suffix = *percent* + *age*

Bound stem + suffix = *divis(ē)* + *ible*

Verb + suffix = *exhaust* + *ible*

[j] = <j>

[j] = <d> Prefix + bound base + suffix = *pro* + *cedē*+
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:

<u>ch</u> alk	en <u>ch</u> anted	mer <u>ch</u> andise	spin <u>ch</u>
w <u>ch</u>	<u>ch</u> imney	but <u>ch</u> er	dis <u>ch</u> patch
<u>ch</u> arity	sketch <u>ch</u>	mis <u>ch</u> ief	pur <u>ch</u> ase
scr <u>ch</u>	rese <u>ch</u>	wret <u>ch</u> ed	<u>ch</u> ocolate
te <u>ch</u> er	kit <u>ch</u> en	<u>ch</u> uckle	<u>ch</u> ieve

2. Sort the words into the following matrix:

TABLE 16.31: 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>	<i>watch</i> <i>scratch</i> <i>sketches</i> <i>wretched</i> <i>dispatch</i>	<i>butcher</i> <i>kitchen</i>	
Words with [ch] spelled <ch>			<i>chalk</i> <i>chuckle</i> <i>charity</i> <i>spinach</i> <i>teacher</i> <i>purchase</i> <i>enchanted</i> <i>chocolate</i> <i>chimney</i> <i>achieve</i> <i>research</i> <i>merchandise</i> <i>mischief</i>

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 <tch> ; everywhere else it is spelled <ch>.

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.

Teaching Notes.

Item 2. In words like *spinach* (also *sandwich* and *ostrich*), which end in <ch>following a vowel, the vowel in front of the [ch] is not stressed.

Item 4. (i) We can say that <tch>behaves like a double <ch>because it is used after stressed short vowels the same way that other double consonants are. (ii) The sounds in front of the <ch>are stressed and short, so we would expect <tch>rather than <ch>. Both words are instances of the Third Vowel Rule, which says that if the third vowel from the end of a word is stressed, it will be short. (iii) The six words are holdouts because they have <ch>after a stressed short vowel, where the pattern would call for <tch>.

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:

c <u>l</u> ture	sugg <u>est</u> ion	act <u>u</u> al	virt <u>u</u> e
intell <u>e</u> ctual	spir <u>i</u> tual	literat <u>u</u> re	cong <u>e</u> stion
quest <u>i</u> ons	situat <u>i</u> on	indigest <u>i</u> on	perpet <u>u</u> al
unfortunat <u>e</u> ly	mortu <u>a</u> ry	rit <u>u</u> al	stat <u>u</u> e
natur <u>a</u> lly	event <u>u</u> al	adventur <u>u</u> s	celest <u>i</u> al

2. Now sort the words into these two groups:

TABLE 16.32: Words in which [ch] is followed by ...

	< u >		< i >
<i>culture</i>	<i>situation</i>	<i>ritual</i>	<i>questions</i>
<i>intellectual</i>	<i>mortuary</i>	<i>adventurous</i>	<i>suggestion</i>
<i>unfortunately</i>	<i>eventful</i>	<i>virtue</i>	<i>indigestion</i>
<i>naturally</i>	<i>actual</i>	<i>perpetual</i>	<i>congestion</i>
<i>spiritual</i>	<i>literature</i>	<i>statue</i>	<i>celestial</i>

2. In these words, which vowel is stressed: the one in front of the [ch] or the one after it? *The one in front of it* What letter usually follows the <t> that spells [ch]? < u >

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 16.33:

Prefixes, Bases, and Suffixes

di~~s~~ + gest + ion
 spirit + ual
 quest + ion + er
 act + ual + ly
 ad + vent + ur~~e~~ + ous

Words with [ch] Spelled <t>

digestion
spiritual
questioner
actually
adventurous

TABLE 16.33: (continued)

Prefixes, Bases, and Suffixes	Words with [ch] Spelled <t>
script + ur ē + al	<i>scriptural</i>
liter + at ē + ure	<i>literature</i>
virtu ē + ous	<i>virtuous</i>
con n + n + gest + ion	<i>congestion</i>
celest + ial	<i>celestial</i>
per + pet ē + ual	<i>perpetual</i>
su b + g + gest + ion + s	<i>suggestions</i>

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.

Teaching Notes.

Item 1. This is the last palatalized spelling with which we will be working. Again the trigger is an old [y]-like glide before the < u > sound that forced the pronunciation of the [t] back against the palate, thus changing it to [ch]. In the few cases like *question* and *celestial*, the < i >, which used to be pronounced as a separate sound, eased to a [y] glide and triggered the palatalization.

It is important for the students to see that pattern of a stressed vowel in front of the [ch] and the unstressed vowel(s) after 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

TABLE 16.34: Words pronounced with ...

[ch]		[sh]	
<i>financial</i>	<i>vermicelli</i>	<i>apprehension</i>	<i>ancient</i>
<i>cello</i>	<i>cappuccino</i>	<i>transient</i>	<i>comprehension</i>
<i>capriccio</i>		<i>condescension</i>	<i>dissension</i>
<i>concerto</i>		<i>expansion</i>	<i>suspension</i>
<i>kitsch</i>		<i>dimension</i>	

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> :

TABLE 16.35:

<c>	[]	<cc>	[]	<s>	[]
<i>financial</i>	[ch]	<i>cappuccino</i>	[ch]	<i>apprehension</i>	[sh]
<i>cello</i>	[ch]	<i>capriccio</i>	[ch]	<i>transient</i>	[sh]
<i>concerto</i>	[ch]			<i>condescension</i>	[sh]

TABLE 16.35: (continued)

<c>	[]	<cc>	[]	< s >	[]
<i>vermicelli</i>	<i>[ch]</i>			<i>expansion</i>	<i>[sh]</i>
				<i>dimension</i>	<i>[sh]</i>
				<i>ancient</i>	<i>[sh]</i>
				<i>comprehension</i>	<i>[sh]</i>
				<i>dissension</i>	<i>[sh]</i>
				<i>suspension</i>	<i>[sh]</i>

5. The three most common ways to spell [ch] are <ch>, <tch>, and <t>.

Teaching Notes.

Item 3. The sorting given here is based on my pronunciation.

Item 4. You will probably find that your students have more cases of < s > spelling [ch] than is given in this table. (And in all honesty, in words with <ns>like *dimension* and *comprehension*, it is a very close call as to whether I seem to say [sh] or [ch]!)

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:

<u>w</u> affles	s <u>w</u> eaty	<u>w</u> itness	<u>w</u> elfare
after <u>w</u> ard	<u>w</u> eirdest	<u>w</u> eather	<u>w</u> inkle
<u>w</u> aitress	s <u>w</u> allow	re <u>w</u> eighed	s <u>w</u> eetheart
<u>b</u> etween	<u>w</u> isdom	un <u>w</u> illingly	not <u>w</u> ithstanding
<u>w</u> altzes	un <u>w</u> orthy	<u>t</u> wentieth	<u>t</u> welfth

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 16.36:

Word	Formula	Analysis
waffles	FB + S	<i>waffle + s</i>
afterward	FS + S	<i>after + ward</i>
waiters	FB + S + S	<i>wait + er + s</i>
between	P + BS	<i>be + tween</i>
waltzes	FB + S	<i>waltz + es</i>
sweaty	FB + S	<i>sweat + y</i>
weirdest	FB + S	<i>weird + est</i>
swallowing	FB + S	<i>swallow + ing</i>
wisdom	BB + S	<i>wis + dom</i>
unworthy	P + FB + S	<i>un + worth + y</i>
witness	BB + S	<i>wit + ness</i>
weathered	FS + S	<i>weather + ed</i>
reweighed	P + FB + S	<i>re + weigh + ed</i>
unwillingly	P + FB + S + S	<i>un + will + ing + ly</i>
twentieth	FS + S	<i>twenty + i + eth</i>
welfare	BB + FB	<i>wel + fare</i>
twinkling	FS + S	<i>twinkl + ing</i>
sweetheart	FB + FB	<i>sweet + heart</i>
notwithstanding	FB + FB + FB + S	<i>not + with + stand + ing</i>
twelfth	BS + S	<i>twelf + th</i>

3. Now sort the words into the following two groups:

TABLE 16.37: Words in which the [w] is ...

at the front of an element		not at the front of an element
<i>waffles</i>	<i>witness</i>	<i>between</i>
<i>afterward</i>	<i>weathered</i>	<i>sweaty</i>
<i>waiters</i>	<i>reweighed</i>	<i>swallowing</i>
<i>waltzes</i>	<i>unwillingly</i>	<i>twentieth</i>
<i>weirdest</i>	<i>welfare</i>	<i>twinkle</i>
<i>wisdom</i>	<i>notwithstanding</i>	<i>sweetheart</i>
<i>unworthy</i>		<i>twelfth</i>

4. 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? *At the front.*

5. When [w] is spelled <w>, the <w> either comes at the *front* of an element or it is in a consonant cluster that comes at the *front* of an element.

Teaching Notes.

Item 2. The suffix *-eth* in *twentieth* is a variant of the more common *-th* used to form ordinal numbers from cardinals. The form *-eth* is used for cardinals that end in <y> as in *twentieth*; and except for *first*, *second*, and *third*, *-th* is used everywhere else.

Item 4. Other consonant clusters with [w]: *dw*ell, *th*wart, schwa, *and* square'.

16.19 Lesson Forty-three

Two Other Spellings of [w]

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

aw <u>h</u> ile	re <u>q</u> uest	qu <u>a</u> ntity	qu <u>a</u> lities
ac <u>q</u> uaint	qu <u>o</u> tation	qu <u>i</u> zzes	squ <u>i</u> rrel
dist <u>i</u> ngu <u>i</u> sh	lan <u>g</u> uage	wh <u>i</u> stle	f <u>r</u> equently
persu <u>a</u> de	pu <u>e</u> blo	earthqu <u>a</u> ke	squ <u>e</u> eze
every <u>w</u> here	somew <u>h</u> at	equ <u>a</u> tion	qu <u>e</u> stion
ac <u>q</u> uire	wh <u>i</u> ch	overwh <u>e</u> lm	wh <u>i</u> zzed

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:

TABLE 16.38: Words with [w] spelled...

way #1	way #2	
<i>awhile</i>	<i>acquaint</i>	<i>quizzes</i>
<i>everywhere</i>	<i>distinguish</i>	<i>earthquake</i>
<i>somewhat</i>	<i>persuade</i>	<i>equation</i>
<i>which</i>	<i>acquire</i>	<i>qualities</i>
<i>whistle</i>	<i>request</i>	<i>squirrel</i>
<i>overwhelm</i>	<i>quotation</i>	<i>frequently</i>
<i>whizzed</i>	<i>language</i>	<i>squeeze</i>
	<i>pueblo</i>	<i>question</i>
	<i>quantity</i>	

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:

TABLE 16.39: Words in which the

<i>acquaint</i>	<i>quizzes</i>	<i>frequently</i>
<i>acquire</i>	<i>earthquake</i>	<i>squeeze</i>
<i>request</i>	<i>equation</i>	<i>question</i>
<i>quotation</i>	<i>qualities</i>	
<i>quantity</i>	<i>squirrel</i>	

TABLE 16.40: Words in which the

<g>	< s >	< p >
<i>distinguish</i>	<i>persuaded</i>	<i>pueblo</i>
<i>language</i>		

5. It is not surprising that [w] is often spelled < u >: The letter <w>was originally just two < u >'s run together, <uu>. That is why <w>is called “double-< u >.”

6. Three spellings of [w] are <w>, <wh>, and < u >. The spelling <w>always comes *At the front of an element or in a consonant cluster that comes at the front of an element.* The spelling < u > usually comes after the letter <q> and sometimes after the letters <g>, < s > , or < p >. The spelling <wh>is sometimes pronounced [wh], sometimes [w].

Word Histories. One set of homophones with [w] is *weather*, *whether*, and *wether*. *Weather* comes from an Old English word that meant “Weather, storm, wind.” It is related to the words *wind* and *window*. A sentence that can help with the <w>spelling: “The wind and weather came through the broken window.”

Whether, as in “I don’t know whether to go or not,” comes from an Old English word that is closely related to words like *what*, *why*, *which*, *when*, all of which contain the <wh>spelling.

The rare *wether* “a male sheep” comes from an Old English word that is related to the word *veterinarian*. Notice that neither *veterinarian* nor *wether* have an <h>or an < a > among the first three letters.

Teaching Notes.

Item 3. Lesson 20 of Book 7 discusses how the < u > after <q>sometimes spells [w] as in *quick* and sometimes is part of the <qu>spelling of [k], as in *mosquito* or *mosque*. Remember that < u > following <q>, whether it spells [w] or is part of the spelling of [k], is a consonant.

16.20 Lesson Forty-four

Review of Consonant Sounds

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

(Teacher's Note: To avoid printing the list over and over, we show all of the underlining in this one list. The students would start underlining just the spellings of [s] and then would go back to do the other sounds, one by one. Color coding would probably be useful.)

digest <u>ion</u>	ju <u>ic</u> y	s <u>us</u> ceptible	pos <u>sess</u> ion
ph <u>ys</u> ics	scri <u>pt</u> ures	wh <u>izz</u> ed	zeal <u>ou</u> s
ju <u>st</u> ifi <u>ab</u> le	lan <u>gu</u> age	laugh <u>ed</u>	en <u>ough</u>
pro <u>ced</u> ures	w <u>alt</u> z	ju <u>dg</u> ement	flu <u>ores</u> cent
s <u>ugg</u> est <u>ions</u>	ch <u>ar</u> ity	ch <u>oc</u> olate	ass <u>id</u> uous
w <u>aff</u> les	sk <u>etch</u> es	wh <u>ist</u> le	ch <u>im</u> ney
xylo <u>ph</u> ones	persu <u>ad</u> e	abs <u>cess</u> ed	w <u>is</u> dom
p <u>uzz</u> les	br <u>ass</u> iere	qu <u>iz</u>	embezz <u>le</u>

2. Sort the words you have underlined into the following five groups:

TABLE 16.41: Words with [s] spelled...

	< s >		
<i>digestion</i>	<i>suggestions</i>	<i>persuade</i>	<i>assiduous</i>
<i>physics</i>	<i>scriptures</i>	<i>susceptible</i>	
<i>justifiable</i>	<i>sketches</i>	<i>zealous</i>	

TABLE 16.42: Words with [s] spelled...

< c >	< sc >	< ss >	other
<i>procedures</i>	<i>susceptible</i>	<i>abscessed</i>	<i>waltz</i>
<i>juicy</i>	<i>abscessed</i>	<i>assiduous</i>	<i>whistle</i>
	<i>fluorescent</i>		

3. In the list in Item 1 underline the letters that spell [z] and sort the words into the following five groups:

TABLE 16.43: Words with [z] spelled...

< s >		< z >	< zz >
<i>physics</i>	<i>puzzles</i>	<i>quiz</i>	<i>puzzles</i>
<i>procedures</i>	<i>scriptures</i>	<i>zealous</i>	<i>whizzed</i>

TABLE 16.43: (continued)

< s >		< z >	< zz >
<i>suggestions</i>	<i>sketches</i>		<i>embezzle</i>
<i>waffles</i>	<i>wisdom</i>		

TABLE 16.44: Words with [z] spelled...

< ss >		< x >
<i>brassiere</i>	<i>possession</i>	<i>xylophone</i>

4. Now underline the letters that spell [f] and sort the words into the following four groups:

TABLE 16.45: Words with [f] spelled ...

< f >	< ff >	< gh >	< ph >
<i>justifiable</i>	<i>waffles</i>	<i>laughed</i>	<i>physics</i>
<i>fluorescent</i>		<i>enough</i>	<i>xylophone</i>

5. Now underline the letters that spell [ch] and sort the words into the following three groups:

TABLE 16.46: Words with [ch] spelled...

< ch >	< tch >	< t >
<i>charity</i>	<i>sketches</i>	<i>digestion</i>
<i>chocolate</i>		<i>suggestions</i>
<i>chimney</i>		<i>scriptures</i>

6. Underline the letters that spell [j] and divide the words into the following four groups:

TABLE 16.47: Words with [j] spelled...

< j >	< g >	< dg >	< d >
<i>justifiable</i>	<i>digestion</i>	<i>judgement</i>	<i>procedures</i>
<i>juicy</i>	<i>suggestions</i>		<i>assiduous</i>
<i>judgement</i>	<i>language</i>		

7. Underline the letters that spell [w] and divide the words into the following three groups:

TABLE 16.48: Words with [w] spelled...

< w >	< u >	< wh >
<i>waffles</i>	<i>language</i>	<i>whizzed</i>
<i>waltz</i>	<i>persuade</i>	<i>whistle</i>
<i>wisdom</i>		

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 16.49:

Elements	Word
<i>im</i> + <i>m</i> + <i>per</i> + <i>cept</i> + <i>ible</i>	<i>imperceptible</i>
<i>super</i> + <i>con</i> + <i>n</i> + <i>duct</i> + <i>or</i>	<i>superconductor</i>
<i>con</i> + <i>n</i> + <i>ced</i> + <i>ing</i>	<i>conceding</i>
<i>abs</i> + <i>cess</i> + <i>ed</i>	<i>abscessed</i>
<i>ex</i> + <i>miss</i> + <i>ion</i> + <i>s</i>	<i>emissions</i>
<i>inter</i> + <i>mit</i> + <i>t</i> + <i>ent</i> + <i>ly</i>	<i>intermittently</i>
<i>non</i> + <i>de</i> + <i>script</i>	<i>nondescript</i>
<i>re</i> + <i>cess</i> + <i>ive</i>	<i>recessive</i>
<i>ex</i> + <i>duc</i> + <i>ate</i>	<i>educate</i>
<i>re</i> + <i>cept</i> + <i>acle</i>	<i>receptacle</i>
<i>script</i> + <i>writ</i> + <i>er</i>	<i>scriptwriter</i>
<i>in</i> + <i>duct</i> + <i>ion</i>	<i>induction</i>
<i>post</i> + <i>script</i> + <i>s</i>	<i>postscripts</i>
<i>trans</i> + <i>mit</i> + <i>t</i> + <i>er</i>	<i>transmitter</i>
<i>ex</i> + <i>cess</i> + <i>ive</i> + <i>ly</i>	<i>excessively</i>
<i>ob</i> + <i>mit</i> + <i>t</i> + <i>ed</i>	<i>omitted</i>

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 16.50:

Word	Analysis
inconceivable	<i>in</i> + <i>con</i> + <i>n</i> + <i>ceiv</i> + <i>able</i>
deception	<i>de</i> + <i>cept</i> + <i>ion</i>
descriptively	<i>de</i> + <i>script</i> + <i>ive</i> + <i>ly</i>
introduce	<i>intro</i> + <i>duce</i>
deductible	<i>de</i> + <i>duct</i> + <i>ible</i>
antecedents	<i>ante</i> + <i>ced</i> + <i>ent</i> + <i>s</i>
procedure	<i>pro</i> + <i>ced</i> + <i>ure</i>
proceedings	<i>pro</i> + <i>ceed</i> + <i>ing</i> + <i>s</i>
necessary	<i>ne</i> + <i>cess</i> + <i>ary</i>
remission	<i>re</i> + <i>miss</i> + <i>ion</i>
exceedingly	<i>ex</i> + <i>ceed</i> + <i>ing</i> + <i>ly</i>
received	<i>re</i> + <i>ceiv</i> + <i>ed</i>
subscriber	<i>sub</i> + <i>scrib</i> + <i>er</i>

TABLE 16.50: (continued)

Word	Analysis
introductions	<i>intro + duct + ion + s</i>
prescriptions	<i>pre + script + ion + s</i>
preceded	<i>pre + cedē + ed</i>

16.22 Lesson Forty-six

Review of Suffixes

1. Analyze each of the following words into stem plus one suffix:

TABLE 16.51:

Word	Analysis: Stem + Suffix
teachable	<i>teach + able</i>
comprehensible	<i>comprehens + ible</i>
modifiable	<i>modify + i + able</i>
carriage	<i>carry + i + age</i>
susceptibility	<i>susceptibil + ity</i>
anxiety	<i>anxi + ety</i>
presentable	<i>present + able</i>
necessity	<i>necess + ity</i>
appreciable	<i>appreci + able</i>
permissible	<i>premiss + ible</i>
baggage	<i>bag + g + age</i>
uncertainty	<i>uncertain + ty</i>
unforgettable	<i>unforget + t + able</i>
divisible	<i>divisé + ible</i>
advantage	<i>advant + age</i>
divinity	<i>diviné + ty</i>
society	<i>soci + ety</i>
specialty	<i>special + ty</i>
tolerable	<i>toler + able</i>
flexible	<i>flex + ible</i>
language	<i>langu + age</i>
indescribable	<i>indescribé + able</i>
quantity	<i>quant + ity</i>
disposable	<i>disposé + able</i>
percentage	<i>percent + age</i>
communicable	<i>communic + able</i>
ferocity	<i>feroc + ity</i>
royalty	<i>royal + ty</i>
variety	<i>vari + ety</i>
simplicity	<i>simplic + ity</i>
deductible	<i>deduct + ible</i>
irritable	<i>irrit + able</i>

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*:

presentable

b. Verbs that end in <ate> form adjectives in *-able*:

irritable

communicable

appreciable

tolerable

c. Verbs that end in <y> form adjectives in *-able*:

modifiable

d. Native English verbs form adjectives in *-able*:

teachable

unforgettable

e. If the verb and adjective and noun use one form of the base while the noun in <ion> uses another, the adjective will be formed in *-able*:

modifiable

indescribable

disposable

f. But if the verb and noun use one form of the base while the verb uses the other, the adjective will be formed in *-ible*:

comprehensible

permissible

divisible

Teaching Notes.

Item 1. In *divisible* we need the final <e> on the base *vise* since it occurs in word-final position in the word *devise*. But I would not complain much if a student chose simple addition in this analysis.

Items 2e and 2f. The adjective, noun, verb forms involved here are the following:

TABLE 16.52:

Adjective	Noun	Verb
modifiable	modification	modify
indescribable	(in)description	(in)describe
disposable	disposition	dispose
comprehensible	comprehension	comprehend
permissible	permission	permit
divisible	division	divide

There is an interesting contrast between the synonyms *divisible* and *dividable*. Notice that *division* follows the pattern in 2f, but *dividable* follows that in 2e, with the forms *dividable*, *division*, *divide*.

16.23 Lesson Forty-seven

Review of VCV Shortening Rules

- The Suffix *-ity* Rule.** The vowel right in front of the suffix *-ity* will always be (*stressed and*) *short*, even at the first vowel of a VCV string.
- The Third Vowel Rule.** The third vowel sound from the end of a word will often be *short* if it is *stressed*, even if it is the first vowel in a VCV string.
- French Lemon Rule.** Words that have *two* vowel sounds and were borrowed from *French* will have a *short* first vowel, even in a VCV string.
- 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

TABLE 16.53: Words that are instances of...

The Suffix *-ity* Rule

electricity
equality
susceptibility
simplicity
ferocity
rationality

The Third Vowel Rule

educate
assiduous
chocolate
citizen
positive
analysis
definite

The French Lemon Rule

physics
precious
gravel
balance
stomach
legend

- 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?

Teaching Notes.

Item 5. Four of the six words have long vowels in VCV strings (*moment*, *recent*, *agent*, *focus*); two have long vowels in V.V strings (*anxiety*, *society*). Four came directly from Latin and not through French (*anxiety*, *recent*, *agent*, *focus*). Linguists are not certain about the other two, *moment* and *society*, which could have come from French, possibly Latin, and possibly both. The source of the French Lemon Rule argues for a Latin source to the modern spellings and pronunciations.

16.24 Lesson Forty-eight

Test Six

TABLE 16.54:

Words

1. *abscess*
2. *whistle*
3. *charity*
4. *sketches*
5. *deductible*
6. *wisdom*
7. *digestion*
8. *quantity*
9. *proceedings*
10. *ferocity*

Analysis

[s] = <sc> and <ss>

[s] = <st> [w] = <wh>

[ch] = <ch>

[s] = <s> [ch] = <tch> [z] = <s>

Prefix + bound base + suffix = *de + duct + ible*

[w] = <w> [z] = <s>

[s] = <s> [j] = <g> [ch] = <t>

[w] = <u> Bound base + suffix = *quant + ity*

[z] = <s> Verb + suffix¹ + suffix² = *pro + ceed + ing*
+ s

[f] = <f> [s] = <c> Bound base + suffix = *feroc + ity*