Book Three

Lesson One
Review of Letters, Vowel Sounds, and Patterns

1 **Vowel and Consonant Letters.** The letters <a>, <e>, <i>, and <o> are always vowels. The letters <u>, <w>, and <y> are sometimes vowels and sometimes consonants. The other nineteen letters are always consonants.

The letter <y> is a consonant only when it spells the [y] sound it spells in words like *yes* and *beyond* . Everyplace else it's a vowel.

The letter <u> is a consonant only when it comes right after the letter <q> or when it spells the [w] sound as it does in *language* and *quick* . Everyplace else it's a vowel.

The letter <w> is usually a consonant. It is a vowel only when it helps <a>, <e>, or <o> spell vowel sounds, as in *fawn*, *flew*, and *cows*.

2 **Vowel Sounds.**

The short vowel sounds:

Short <a>	[a]	bat
Short <e>	[e]	bet
Short <i>	[i]	bit
Short <o>	[o]	cot
Short uh	[u]	cut
Short oo	[ù]	cook

The long vowel sounds:

Long <a>	[ā]	bait
Long <e>	[ē]	beet
Long <i>	[ī]	bite
Long <o>	[ō]	boat
Long oo	[ū]	coot
Long yoo	[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 uh, [u], is ___*trust*___

The word with short oo, [ù], is ___*put*___

The word with long oo, [ū], is ___*move*___

The word with long yoo, [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	ccvcccvc	ccvc	ccvvcvcc	vvccc

draws	sense	youth	universe	effort
ccvvc	cvccv	cvvcc	vcvcvccv	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 with a 'v'. Mark the next two letters either 'v' or 'c' and sort the words into the matrix:

doctor	settle	trust	genie	strike	sense	caged
vcc	vcc	vcc	vcv	vcv	vcc	vcv

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

Words with . . .

	VCV	VCC
Words with long vowels	genie union move notice strike caged	
Words with short vowels		doctor trust fifty sentence settle sense problem dollar

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:

	T		
	T	O	
T	O	E	
V	O	T	E
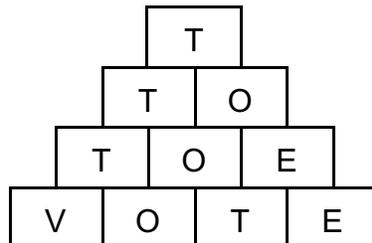
In the following Pyramid each word must contain a long vowel sound:

			I			
		T	*I*			
		T	*I*	*E*		
	S	*I*	*T*	*E*		
	C	*I*	*T*	*E*	*S*	
N	*I*	*C*	*E*	*S*	*T*	
N	O	T	I	C	E	S
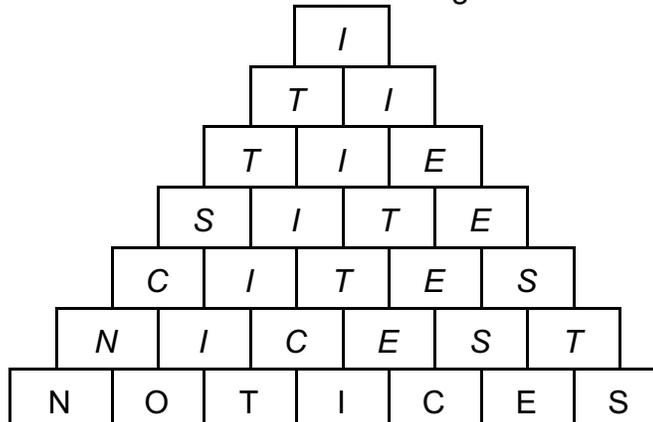
Teaching Notes.

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, sone; 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.

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:

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

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:

Word	=	Analysis
unmixed	=	*un + mix + ed*
remixing	=	*re + mix + ing*
searches	=	*search + es*
losses	=	*loss + es*
redrawing	=	*re + draw + ing*
undoctored	=	*un + doctor + ed*
genies	=	*genie + s*

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.

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

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.

Lesson Three
Review of Twinning and Final <e> Deletion

1 **The Twinning Rule.** Unless it is the letter <x>, you twin the final consonant of a word that has one vowel sound and ends in the pattern CVC when you add a suffix that starts with a vowel:

$$run + n + ing$$
$$CVC \qquad v$$

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

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

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. Show any twinning or final <e> deletion:

Word	+ Suffix	=	New Word
strik*e*	+ ing	=	*striking*
twig + *g*	+ *y*	=	*twiggy*
mov*e*	+ ed	=	*moved*
t*ax*	+ es	=	*taxes*
decid*e*	+ ed	=	*decided*
roast	+ ed	=	*roasted*
president	+ s	=	*presidents*
problem	+ s	=	*problems*
cut + *t*	+ er	=	*cutter*
search	+ ing	=	*searching*
dim + *m*	+ est	=	*dimmest*
obey	+ ing	=	*obeying*
fail	+ ed	=	*failed*
scrub + *b*	+ er	=	*scrubber*
succeed	+ ing	=	*succeeding*

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

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

A

bared
taped
cuter
decided
removing
striker

B

barred
tapped
waxing
succeeding
cutter
obeyed
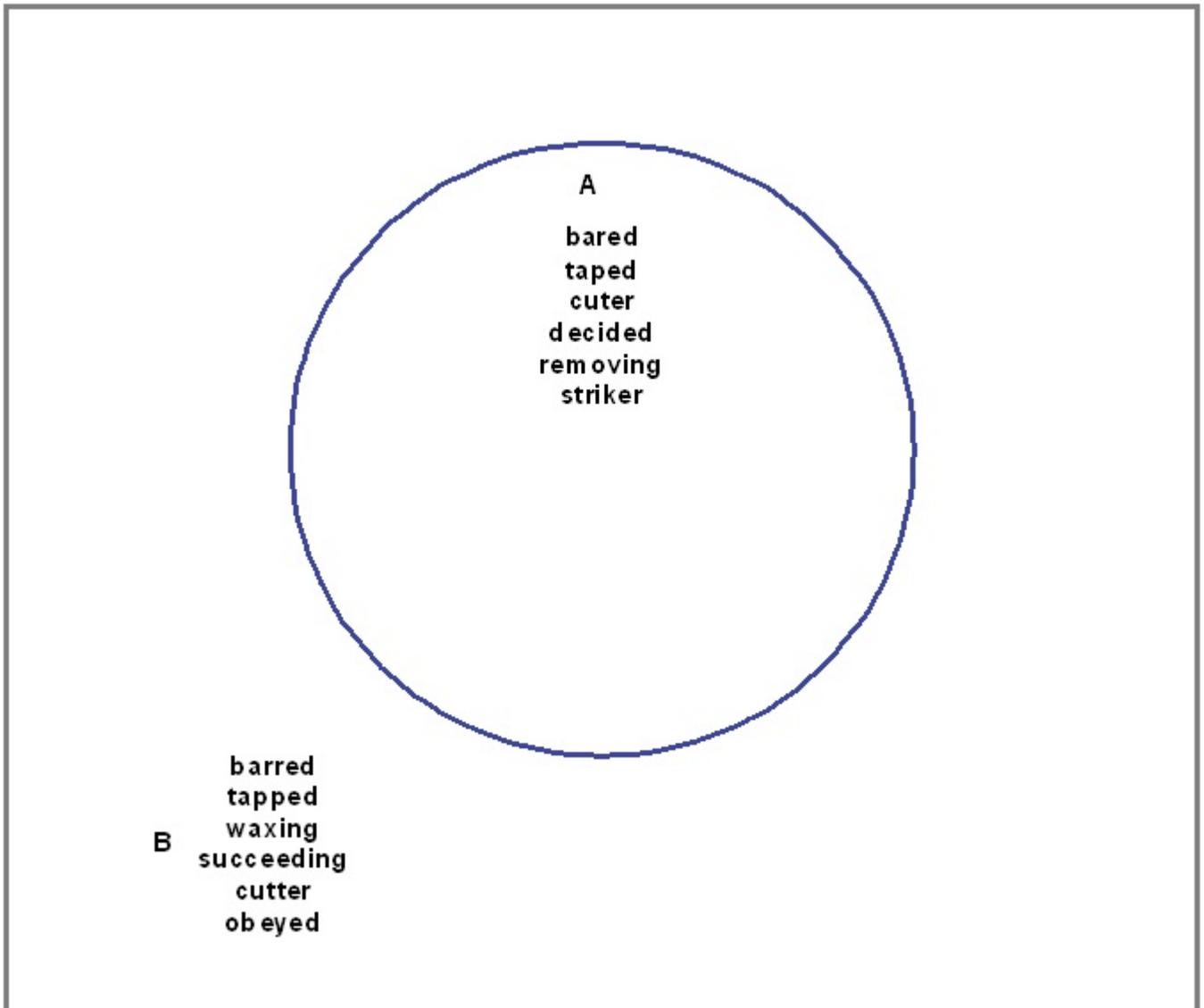
Teaching Notes.

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 are introduced in the teacher's version of Book 2, Lesson 19.

Lesson Four
Review of Plural Nouns

1 Does *singular* mean "one" or does it mean "more than one"? <u>*"one"*</u>

2 Does *plural* mean "one" or does it mean "more than one"? <u>*"more than one"*</u>

3 Do suffixes go at the front or at the back of words? <u>*"at the back"*</u>

4 Does a plural suffix add the meaning "one" or the meaning "more than one"? <u>*"more than one"*</u>

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* : *kiss+es = kisses,*

   (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*: *story+es = stor*y̸*+i+es,*

   (iii) but with other singular nouns you just add the suffix *-s*: *dog+s = dogs.*

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:

Singular Noun	+ Plural Suffix	=	Plural Noun
evening	+ s	=	*evenings*
bunch	+ es	=	*bunches*
sky̸ + i	+ es	=	*skies*
strike	+ s	=	*strikes*
mix	+ es	=	*mixes*
fifty̸ + i	+ es	=	*fifties*
doctor	+ s	=	*doctors*
array	+ s	=	*arrays*
company̸ + i	+ es	=	*companies*

Singular Noun	+ Plural Suffix	=	Plural Noun
exception	+ *s*	=	*exceptions*

7 Now try some the other way around:

Plural Noun	=	Singular Noun	+	Plural Suffix
bunches	=	*bunch*	+	*es*
companies	=	*compan*y̸ *+ i*	+	*es*
presidents	=	*president*	+	*s*
finishes	=	*finish*	+	*es*
displays	=	*display*	+	*s*
sentences	=	*sentence*	+	*s*
skies	=	*sk*y̸ *+ i*	+	*es*
problems	=	*problem*	+	*s*
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✓

A
mix
search
recess

B
valley
display
array

A + B

fifty
company
sky

C

exception
president
evening
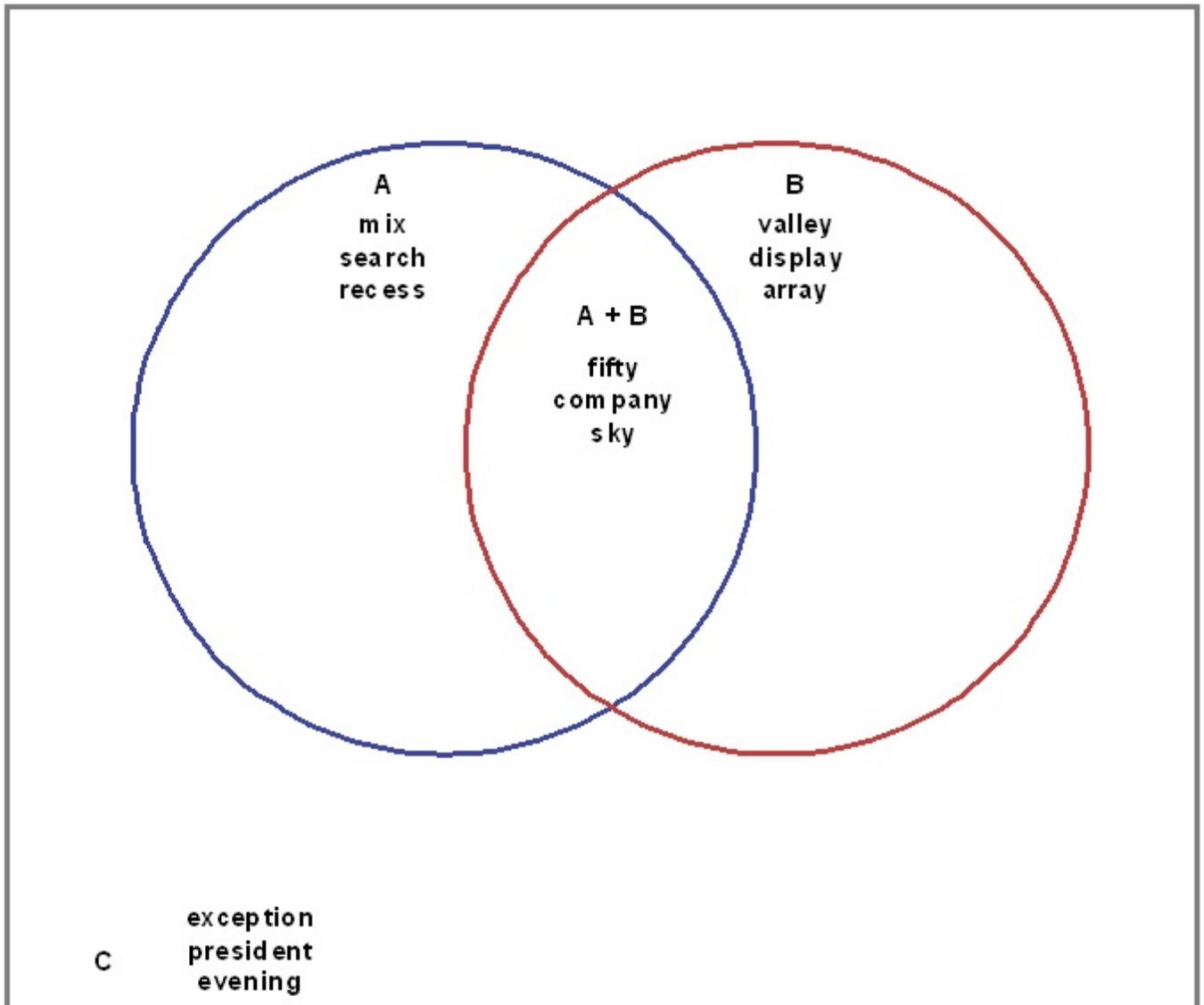
Teaching Notes.

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*.

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:

Word	minus a prefix or suffix	=	Stem
repayments	– prefix *re-*	=	*payments*
repayments	– suffix *-s*	=	*repayment*
repayment	– prefix *re-*	=	*payment*
repayment	– suffix *-me*nt	=	*repay*
payment	– suffix *-me*nt	=	*pay*
repay	– prefix *re-*	=	*pay*

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:

Word	minus a prefix or suffix	=	Stem
researched	– re-	=	*searched*
researched	– -ed	=	*research*
untruthful	– -ful	=	*untruth*
untruths	– -s	=	*untruth*
untruthful	– un-	=	*truthful*

Word	minus a prefix or suffix	=	Stem
dismounted	– -ed	=	*dismount*
remounting	– -ing	=	*remount*
worried	– -ed	=	*worry*
reacting	– re-	=	*acting*
unchallenging	– un-	=	*challenging*
dishonest	– dis-	=	*honest*
untapped	– un-	=	*tapped*
resettlement	– re-	=	*settlement*
befriended	– -ed	=	*befriend*

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

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

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.*

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:

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

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, oppositie"; the second means "reverse, remove."

8 Divide each of these words into prefix, free stem, and suffix. Show any twinning or final <e> deletion:

Word	=	Prefix	+	Free Stem	+	Suffix
unannounced	=	*un*	+	*announcé*	+	*ed*
undecided	=	*un*	+	*decidé*	+	*ed*
unlocking	=	*un*	+	*lock*	+	*ing*
unlined	=	*un*	+	*liné*	+	*ed*
uncolored	=	*un*	+	*color*	+	*ed*
undoing	=	*un*	+	*do*	+	*ing*
unmixed	=	*un*	+	*mix*	+	*ed*
unbuttoned	=	*un*	+	*button*	+	*ed*
untouched	=	*un*	+	*touch*	+	*ed*
unwrapping	=	*un*	+	*wrap* + *p*	+	*ing*
unbarred	=	*un*	+	*bar* + *r*	+	*ed*
unfolding	=	*un*	+	fold	+	*ing*

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✓

```
    u              u  n  f  o  l  d
u  n  t  i  e      n     u                    u  n  b  a  r
n  e               w  u  n  a  s  k  e  d        n        u
t  x               r     c              u     f        n
o  c               a     l        u  n  a  r  m  e  d
u  e     u  n  t  a  p  p  e  d        n  s     i     u  i
c  p                     a              o  e     e     n  g
h  t        u            r     u     r     t     n     c  e
e  i        n     u  u  u  n  f  i  t     d     a  s
d  o  u  u  c  u  n     n  n  w  g  l     l     g  t
u  n  a  n  n  o  u  n  c  e  d  f  t  o  i  i     y     e  e
n  a     n  d  o  n  l  o     o  i  r  r  u  n  n  a  m  e  d  d
l  l     o  e  k  a  i  l     n  u  r  n  a  g
o        t  c  e  b  n  o     e  i  t  i  m  l
c        i  i  d  l  e  r        s  h  e  i              u  n  c  u  t
k        c  d     e  d  e        h  f  d  x              n
         e  e        d           e  u     e              d
         d  d                    d  l     d              o
```
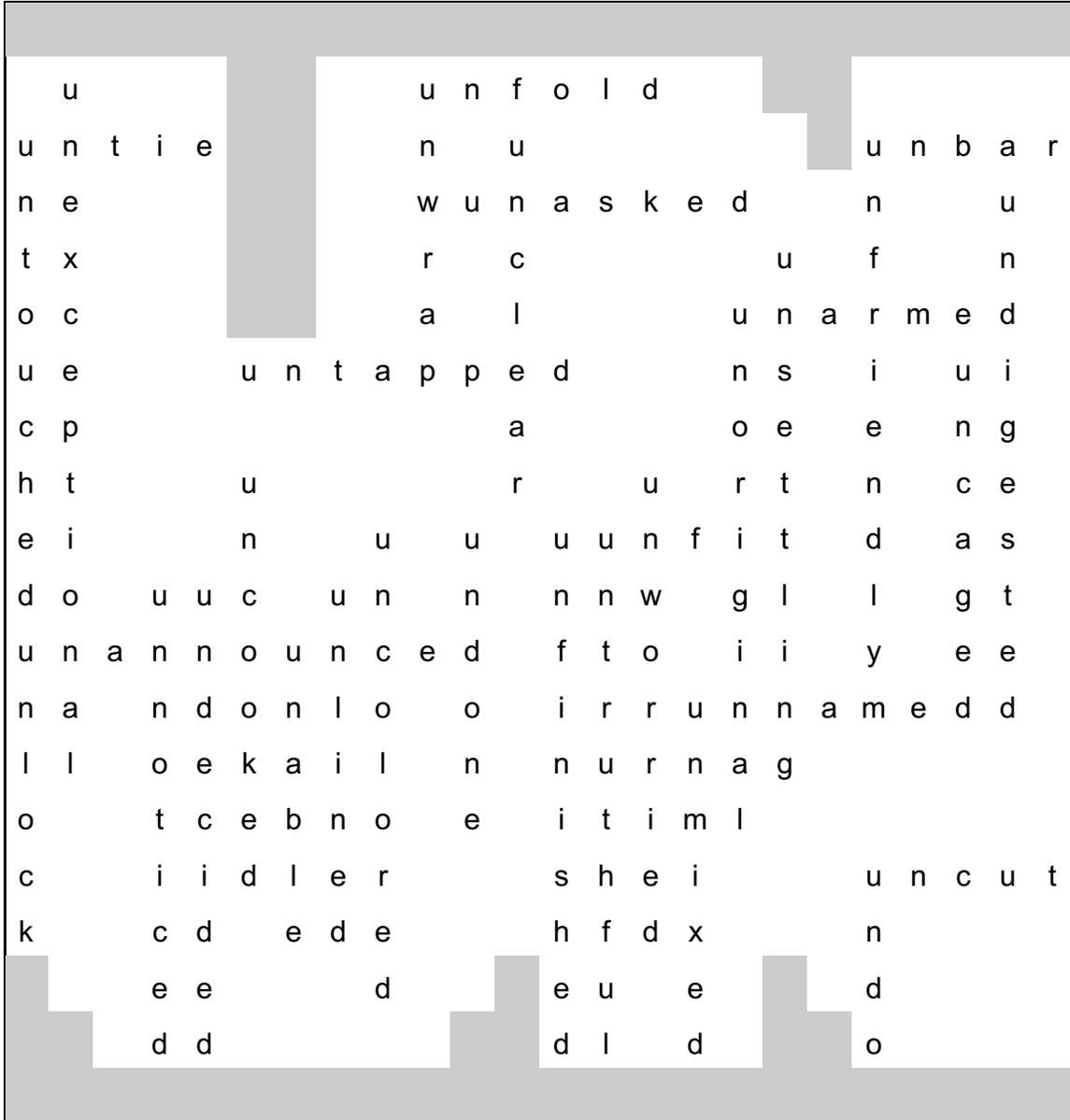
Teaching Notes.

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*).

Lesson Seven
More About *un-¹* and *un-²*

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

Words that contain . . .

Un-¹		Un-²
unoriginal	*unnoticed*	*unpack*
unworried	*unlined*	*unbutton*
uncolored	*unfriendly*	*untie*
unobliged	*unclear*	*unfold*
unlicensed	*unwaxed*	*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

Words that contain a prefix *un-* :	Words that do not contain a prefix *un-* :
unannounced	*understand*
unarmed	*unit*
undoing	*universe*
unchallenging	*union*
untie	
untruth	
unbuttoned	
unable	

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
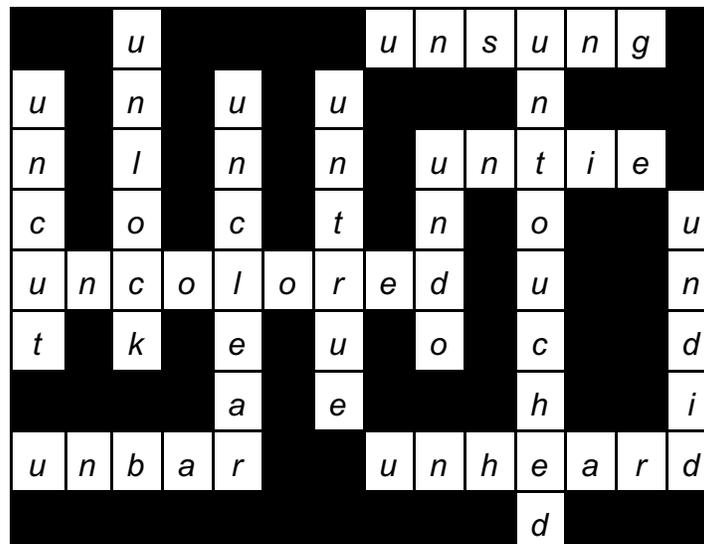
Teaching Notes.

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.

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:

        1. Now he seems upset.
        2. 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:

Verb	=	Free Stem	+	Suffix
seemed	=	*seem*	+	*ed*
seems	=	*seem*	+	*s*

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:

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

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

Prefix	+	Free Stem	+	Suffix	=	Verb
un	+	button	+	s	=	*unbuttons*
un	+	pack	+	ed	=	*unpacked*
re	+	fasten	+	s	=	*unfastens*
un	+	fold	+	ed	=	*unfolded*
re	+	load	+	ed	=	*reloaded*
un	+	dress	+	ed	=	*undressed*
re	+	pay	+	s	=	*repays*
re	+	wrap + p	+	ed	=	*rewrapped*
re	+	wax	+	ed	=	*rewaxed*
re	+	order	+	ed	=	*reordered*

Prefix	+	Free Stem	+ Suffix	=	Verb
re	+	packagé	+ ing	=	*repackaging*
un	+	cover	+ ed	=	*uncovered*

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:

	Singular	Plural
1st person	I sing.	We sing
2nd person	You sing.	You sing
3rd person	He sing**s**. She sing**s**. It sing**s**.	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.

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:

Plural Noun	=	Singular Noun	+ Suffix
units	=	*unit*	+ *s*
taxes	=	*tax*	+ *es*
universes	=	*universe̸*	+ *es*
friends	=	*friend*	+ *s*
bunches	=	*bunch*	+ *es*
lines	=	*line̸*	+ *es*
goddesses	=	*goddess*	+ *es*
nights	=	*night*	+ *s*
thirties	=	*thirty̸ + i*	+ *es*
brushes	=	*brush*	+ *es*
recesses	=	*recess*	+ *es*
foxes	=	*fox*	+ *es*
companies	=	*company̸ + i*	+ *es*

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

Verb	+	Suffix	=	Verb with the Meaning "Now"
fly + i	+	es	=	flies
hurry	+	es	=	hurries
attach	+	es	=	attaches
read	+	s	=	reads
glimpse	+	es	=	glimpses
recess	+	es	=	recesses
quiz + z	+	es	=	quizzes
obey	+	s	=	obeys
fizz	+	es	=	fizzes
weigh	+	s	=	weighs
seem	+	s	=	seems
brush	+	es	=	brushes
cough	+	s	=	coughs
try + i	+	es	=	tries

☞ **!!!** ☜
Word Find

This Find is shaped like 'ES' because it contains twenty-two verbs that end with the suffix -*es*. See how many you can find. As you find and circle each one, copy it into the blanks below. If you can find more than twelve, you have done well. Twenty or more is super.

s	m	i	x	e	s		d	a	s	h	e	s
e	u		s				r				i	
a	n		q			f	i	x	e	s	t	
r	c	l	u	t	c	h	e	s			c	
c	h	f	i	r			s	p	u	s	h	e	s
h	e	i	s	i				i	w	f	e		b
e	s	z	h	e				e	a	u	s	w	o
s		z	e	s				s	l	s		i	s
g	u	e	s	s	e	s		t	s		s	s
g	a	s	h	e	s			z	e		h	e
p	i	n	c	h	e	s	b	l	e	s	s	e	s
	s	c	r	a	t	c	h	e	s			s

(In alphabetical order:)

1. *blesses*	9. *gashes*	17. *searches*
2. *bosses*	10. *guesses*	18. *spies*
3. *clutches*	11. *itches*	19. *squishes*
4. *dashes*	12. *mixes*	20. *tries*
5. *dries*	13. *munches*	21. *waltzes*
6. *fixes*	14. *pinches*	22. *wishes*
7. *fizzes*	15. *pushes*	
8. *fusses*	16. *scratches*	

Lesson Ten
Test One

Words	Analysis
1. *youths*	[ū] = <u>*<ou>*</u> Free base + suffix = <u>*youth + s*</u>
2. *unwrapping*	[u] = <u>*<u>*</u> Prefix + free base + suffix = <u>*un + wrap + p + ing*</u>
3. *valleys*	VCC = <u>*<all >*</u> Free base + suffix = <u>*valley + s*</u>
4. *researches*	Prefix + free base + suffix = <u>*re + search + es*</u>
5. *unfriendly*	[e] = <u>*<ie>*</u> Prefix + free base + suffix = <u>*un + friend + ly*</u>
6. *decided*	VCV = <u>*<ide>*</u> Free stem + suffix = <u>*decidé + ed*</u>
7. *universes*	[yū] = <u>*<u>*</u> Free stem + suffix = <u>*universé + es*</u>
8. *quizzes*	[z] = <u>*<zz>*</u> & <u>*<s>*</u> Free base + suffix = <u>*quiz + z + es*</u>
9. *fifties*	VCC = <u>*<ift>*</u> Free stem + suffix = <u>*fiftý + i + es*</u>
10. *companies*	[u] = <u>*<o>*</u> Free stem + suffix = <u>*companý + i + es*</u>

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:

Verb	=	Free Stem	+	Suffix
weighs	=	*weigh*	+	*s*
knocks	=	*knock*	+	*s*
flashes	=	*flash*	+	*es*
cries	=	*cry + i*	+	*es*

2 Say the two verbs *weighs* and *knocks* very carefully. In *weighs* the suffix *-s* is pronounced [z]. In *knocks* it is pronounced [s]. But although the suffix *-s* is sometimes pronounced [z] and sometimes [s], it is always spelled <s>.

The suffix *-es* is usually pronounced [iz], as in *flashes*.

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:

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]*	dreams	*[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>:

Elements	=	Words
match + ed	=	*matched*
un + hurry̸ + i + ed	=	*unhurried*
tax + es	=	*taxes*
cough + ing	=	*coughing*
obey + ing	=	*obeying*
un + bar+ r + ed	=	*unbarred*
re + weigh + ed	=	*reweighed*
un + color + ed	=	*uncolored*
re + shap̸e + ing	=	*reshaping*
re + finish + er + s	=	*refinishers*
button + s	=	*buttons*
company̸+ i + es	=	*companies*

5. Write down some verbs from this lesson in which the suffixes *-s* and *-es* have their
different pronunciations:

Suffixes	Verbs
-s = [s] in	Answers will vary
-s = [z] in	
-es = [iz] in	

Teaching Notes.

The different pronunciations of the verb suffix *-s* are due to the same pressures that
produce the different pronunciations of the noun plural suffix *-s*, 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.

Lesson Twelve
Sometimes *-es* Is [iz], Sometimes [z]

1 The suffix -*s* is sometimes pronounced _[s]_ and sometimes pronounced _[z]_ , but it is always spelled <s> .

Usually the suffix *-es* is pronounced [iz], as in *watches*. But sometimes it's pronounced [z], as in *tries*, which is *try̸ + i +es*.   When we change the <y> to <i> and add *-es* to nouns and verbs, the <e> slides over and teams up with the <i> to spell either a long <i>, as in *tries*, or a long <e>, as in *activities*.

2 Read these verbs. Listen carefully to the suffixes *-s* and *-es*:

gives	grows	finishes	trips	lets
holds	fixes	waits	fizzes	strikes
says	matches	buttons	sniffs	flashes
digests	hurries	universes	presses	talks
seems	weighs	attaches	shapes	unlocks
taxes	obeys	cries	coughs	erases

3 Sort the verbs into these two groups:

Verbs with the Suffix *-s*		Verbs with the Suffix *-es*	
gives	buttons	taxes	attaches
holds	trips	fixes	cries
says	sniffs	matches	fizzes
digests	shapes	hurries	presses
seems	coughs	finishes	flashes
grows	lets	universes	erases
weighs	strikes		
obeys	talks		
waits	unlocks		

4 Sort the verbs that contain the suffix -es into these two groups:

Verbs in which *-es* is pronounced . . .

[iz]		[z]
taxes	attaches	hurries
fixes	fizzes	cries
matches	presses	
finishes	flashes	
universes	erases	

5 When the suffix -es is added to verbs that end with the letter <y> with a consonant letter in front of it, the <y> is changed to __*<i>*__ and the -es is pronounced __*[z]*__. The suffix -es is sometimes pronounced __*[iz]*__ and sometimes pronounced __*[z]*__, but it is always spelled__*<es>*__

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 *-s* and *-es* verbs into the squares. We've given you a start:

repays✓   keeps✓   fizzes✓   rights✓   sniffs✓   brushes✓
demands✓   dresses✓   matches✓   presses✓   studies✓   hurries✓

			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						

Lesson Thirteen
Sometimes -s Is [z], Sometimes [s]

1 Each of the following verbs ends with the suffix *-s.* Say each one carefully:

gives	keeps	talks	grows	waits	strikes
holds	says	resounds	sniffs	digests	unearths
elects	unlocks	coughs	weighs	fastens	seems

2 Sort the verbs into these two groups:

Verbs with *-s* pronounced . . .

[s]		[z]	
elects	sniffs	gives	grows
keeps	waits	holds	weighs
unlocks	digests	says	fastens
talks	strikes	resounds	seems
coughs	unearths		

3 Analyze each of the verbs in which *-s* is pronounced [s] into its free stem and suffix:

Verbs with *-s* pronounced [s]	=	Free Stem	+ Suffix
elects	=	*elect*	+ *s*
keeps	=	*keep*	+ *s*
unlocks	=	*unlock*	+ *s*
talks	=	*talk*	+ *s*
coughs	=	*cough*	+ *s*
sniffs	=	*sniff*	+ *s*
waits	=	*wait*	+ *s*
digests	=	*digest*	+ *s*

Verbs with *-s* pronounced [s]	=	Free Stem	+ Suffix
strikes	=	*strike*	+ *s*
unearths	=	*unearth*	+ *s*

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!

fastens		
BASE	**SUFFIX**	**SUFFIX**
fast	*en*	s
fast	en	s
fast	*en*	s
fast	*en*	s
fastens		

digests		
PREFIX	**BASE**	**SUFFIX**
di	*gest*	s
di	gest	s
di	*gest*	s
di	*gest*	s
digests		

elects		
PREFIX	**BASE**	**SUFFIX**
e	*lect*	s
e	lect	s
e	*lect*	s
e	*lect*	s
elects		

resounds		
PREFIX	**BASE**	**SUFFIX**
re	*sounc*	s
re	sound	s
re	*sound*	s
re	*sound*	s
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.

Left Column	Right Column
[p] *pat*	[b] *bat*
[t] *tot*	[d] *dot*
[f] *fine*	[v] *vine*
[s] *sip*	[z] *zip*
[k] *cod*	[g] *god*
[th] *thin*	[th] *then*
[ch] *chin*	[j] *gin*
[sh] *dasher*	[zh] *azure*

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>: *like̲s̲*

ex̲pense	sq̲ueak̲s̲	jok̲e̲s̲	tric̲k̲s̲
blink̲s̲	mix̲ed	remark̲s̲	req̲uire
q̲uizzed	park̲s̲	ex̲ercise	fox̲
loc̲k̲s̲	mechanic̲s̲	q̲uits	attac̲k̲s̲
relax̲	tax̲es	mistak̲e̲s̲	week̲s̲

3 Sort the words into these two groups. Be careful: One word goes into both groups:

Words that Contain [ks]:		Words that Contain [kw]:
expense	*jokes*	*quizzed*
blinks	*remarks*	*squeaks*
locks	*exercise*	*quits*
relax	*mistakes*	*require*
squeaks	*tricks*	
mixed	*fox*	
parks	*attacks*	
mechanics	*weeks*	
taxes		

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:

Words with [ks] spelled . . .

<ks>	<x>	<cks>	<cs>
blinks	expense	locks	mechanics
squeaks	relax	tricks	
parks	mixed	attacks	
jokes	taxes		
remarks	exercise		
mistakes	fox		
weeks			

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.

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>:

mista<u>ke</u>s   e<u>x</u>pense   tri<u>ck</u>s   blin<u>ks</u>

remar<u>ks</u>   par<u>ks</u>   unmi<u>x</u>ed   e<u>x</u>ercise

fo<u>x</u>   kno<u>ck</u>s   mechani<u>cs</u>   atta<u>ck</u>s

wee<u>ks</u>   ta<u>x</u>es   jo<u>ke</u>s   rela<u>x</u>es

2 Sort the words into these four groups:

Words in which [ks] is spelled . . .

<x>	<ks>	<cks>	<cs>
fox	*mistakes*	*knocks*	*mechanics*
expense	*remarks*	*tricks*	
taxes	*weeks*	*attacks*	
unmixed	*parks*		
exercise	*jokes*		
relaxes	*blinks*		

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:

Words with [ks] spelled <ks>, <cks> or <cs>	=	Free Stem	+ Suffix
mistakes	=	*mistake*	+ *s*
remarks	=	*remark*	+ *s*
weeks	=	*week*	+ *s*
parks	=	*park*	+ *s*
jokes	=	*joke*	+ *s*

Words with [ks] spelled <ks>, <cks> or <cs>	=	Free Stem	+ Suffix
blinks	=	blink	+ s
knocks	=	knock	+ s
tricks	=	trick	+ s
attacks	=	attack	+ s
mechanics	=	mechanic	+ s

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!

remarks		
PREFIX	**BASE**	**SUFFIX**
re	*mark*	s
re	mark	s
re	*mark*	s
re	*mark*	s
remarks		

mistakes		
PREFIX	**BASE**	**SUFFIX**
mis	*take*	s
mis	take	s
mis	*take*	s
mis	*take*	s
mistakes		

relaxes		
PREFIX	BASE	SUFFIX
re	*lax*	*es*
re	lax	*es*
re	lax	es
re	lax	es
relaxes		

exercise		
PREFIX	BASE	SUFFIX
ex	*erc*	*ise*
ex	erc	*ise*
ex	erc	ise
ex	erc	*ise*
exercise		

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.

Lesson Sixteen
Another Vowel Pattern: Ve

1 Mark the first vowel letter in each of the following words 'v'. Then mark the next two letters either 'v' or '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 'v' either 'v' or 'c':

gyp	sue	center	human
cvc#	vv#	vcc	vcv

die	bottom	cages	put
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.

3:16:1

5 Now sort the words into the following matrix:

	Words with VCC:	Words with VCV:	Words with CVC#:	Words with Ve#:
Words with short vowels:	bottom center tricky sniff blinked knock		gyp trip frog cut	
Words with long vowels:		tiny cages joked human		die sue tree tie toe shoe

6 In the CVC# pattern the vowel is short, but in the V*e* # pattern the first vowel is

   <u>long</u>.

☞ **!!!** ☜

Word Find

This Find is shaped the way it is because it contains twenty-one words that all end in the pattern V*e* #. 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

V*e*# words that end with the sound . . .

[ē]		[ī]	[ō]	[ū]	[yū]
agree	genie	dye	hoe	pursue	argue
bee	knee	lie	oboe	shoe	rescue
coffee	sundae	lye	toe	statue	
eerie	zee	tie			
fee					

Among these words three spellings of [ē] in the pattern V*e*# are <u>\<ee\></u> , <u>\<ie\></u>, and
 <u>\<ae\></u> .
Two spellings of [ī] in the pattern V*e*# are <u>\<ie\></u> and <u>\<ye\></u> .
Two spellings of [ū] in the pattern V*e*# are <u>\<ue\></u> and <u>\<oe\></u> .

Teaching Notes.

Word Find. The V*e* # ending in *sundae* has two pronunciations: [ē] and [ā]. The only two known words in which [ū] is spelled <oe> are *shoe* and *canoe.*   For more on these two words, see *AES,* p. 293.

3:16:3

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. Remember that a stem has to contain at least one base:

Words	Analyses		
unbarred	un + barred	unbar + r + ed	un + bar + r + ed
unties	un + ties	untie + s	un + tie + s
unlocked	un+ locked	unlock + ed	un + lock + ed
disobeys	dis+ obeys	disobey + s	dis + obey + s
jokers	joker + s	joke + er + s	
unhurried	un+ hurried	un + hurry +i+ ed	

2   In the words below you will find some suffixes that may be new to you. Don't worry about that for now. Just underline the stems again:

Words	Analyses		
tricksters	trickster + s	trick + ster + s	
rescuers	rescuer + s	rescue + er + s	
disagreeable	dis+ agreeable	disagree + able	dis + agree + able
studiously	studious + ly	study +i+ ous + ly	
oboists	oboist + s	oboe + ist + s	
statuettes	statuette + s	statue + ette + s	

3   For each word below give the correct spelling or sound called for in the **Sounds and Spellings** column. Then in the **Other Words** column write a word that contains the same sound spelled the same way, as we have done with the first one:

Words	Sounds and Spellings	Other Words
foxes	[ks] = <x >	fix
coughed	[f] = <gh >	laugh
dyed	[ī] = <y >	lye
locks	[ks] = <cks >	backs
rescue	<u> = [yū]	value
trees	[ē] = <ee >	bees
shoes	<oe> = [ū]	canoe
thousand	[th] = <th>	thin
quitting	[kw] = <u>	queen
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 _[z]_ .

5   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 the suffix is pronounced _[iz]_ .

☞ !!! ☜

Word Venn. Since this Venn has three intersecting circles, you have eight 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. In area D put any other words:

cough✓   joker✓   mechanic✓   notice✓
circle✓   license✓   fox✓   genie✓
expense✓   try✓   discharge✓   obey✓
rescue✓   match✓   sense✓   sky✓
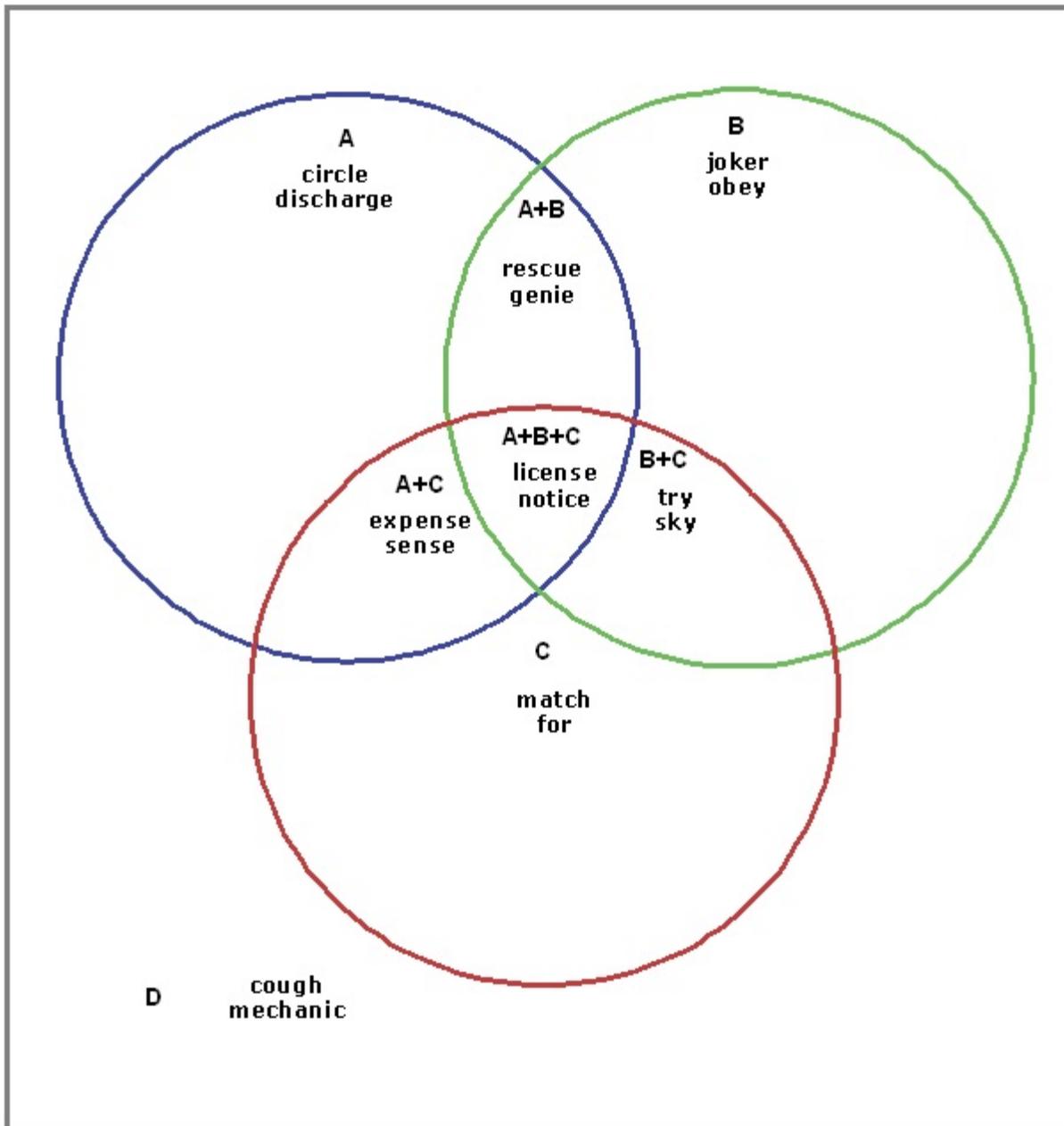
Teaching Notes.

Item 1. If students are uncertain about which part to underline as the stem, remind them again 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.

Lesson Eighteen
Test Two

Words	Analysis
1. *knocks*	[n] = <u>*<kn>*</u> [ks] = <u>*<cks>*</u>
2. *relaxes*	[ks] = <u>*<x>*</u> Free stem + suffix = <u> *relax + es*</u>
3. *quitter*	[kw] = <u>*<qu>*</u> Free stem + suffix = <u> *quit + t + er*</u>
4. *hurries*	[r] = <u>*<rr>*</u> Free stem + suffix = <u> *hurry̸ + i +es*</u>
5. *genies*	[ē] = <u>*<e>*</u> & <u>*<ie>*</u> Free stem + suffix = <u> *genie + s*</u>
6. *coughed*	[k] = <u>*<c>*</u> [o] = <u>*<ou>*</u> [f] = <u>*<gh>*</u> [t] = <u>*<ed>*</u>
7. *.sundae*s	[ē] = <u>*<ae>*</u> Free stem + suffix = <u> *sundae + s*</u>
8. *attaches*	[t] = <u>*<tt>*</u> Free stem + suffix = <u> *attach + es*</u>
9. *mechanics*	[k] = <u>*<ch>*</u> [ks] = <u>*<cs>*</u> Free stem + suffix = <u> *mechanic + s*</u> <u> </u>
10. *exercises*	[ks] = <u>*<x>*</u> Free stem + suffix = <u> *exercise̸ + es*</u>

Lesson Nineteen
Strong and Weak Vowel Sounds

1   When a word has more than one vowel sound, we usually 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, 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   agáinst   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:

Free Stem	+	Suffix	=	Word
search	+	es	=	*séarches*
valley	+	s	=	*válleys*
writ*e*	+	er	=	*wríter*

Free Stem	+	Suffix	=	Word
fail	+	ing	=	*fáiling*
stop + *p*	+	ed	=	*stópped*
scratch	+	er	=	*scrátcher*
trust	+	ed	=	*trústed*
icé	+	ing	=	*ícing*
mad + *d*	+	est	=	*máddest*
succeed	+	s	=	*succéeds*
cuté	+	er	=	*cúter*
sensé	+	es	=	*sénses*
problem	+	s	=	*próblems*
effort	+	s	=	*éfforts*
maké	+	ing	=	*máking*
roast	+	ed	=	*róasted*

☞ **!!!** ☜

Word Pyramid. All of the words in this Pyramid must contain the letter <a>.

	a				
	a	r			
	c	a	r		
	c	a	r	e	
	s	c	a	r	e
s	e	a	r	c	h
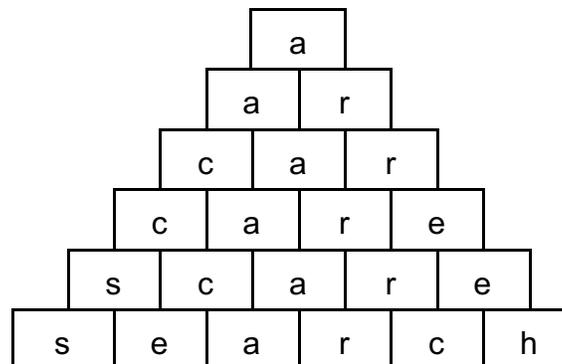
If you rearrange the letter in *search*, you can spell three other six-letter words. How many can you figure out?

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 or vowel-like 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 two-syllable 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.*

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>: [ə].

Schwa sounds like the short <u>, [u], except that schwa is weaker. Short <u> always has strong stress, but schwa always has weak stress. Schwa sounds like a very weak [u].

2   Here are some words that have two vowel sounds, a short <u> and a schwa. The short <u> always has strong stress. The schwa always has weak stress. Sometimes the strong stress is on the second vowel sound, but usually it is on the first. Mark the strong stress in each word: *bútton*.

túnn<u>e</u>l	trústf<u>u</u>l	cóus<u>i</u>n	stóm<u>a</u>ch
<u>a</u>móng	dóz<u>e</u>n	<u>a</u>djúst	c<u>o</u>nfrónt

 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 in bold type the letters that spell the fourteen schwas. 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.

```
            P L E A S A N T
      P R E S I D E N T R
A M O N G F A M O U S
              S U
              T C E
              F C N
S E N T E N C E   U E E
      O   P R O B L E M
C O U S I N     D Y
E
A     C O M P A N Y
C O N F R O N T
  M O U N T A I N
```

Schwa is spelled <a> in __pleasant__ , __among__ , and __company__ .

Schwa is spelled <e> in __sentence__ , __problem__ , and __enemy__ .

Schwa is spelled <i> in __president__ and __cousin__ .

Schwa is spelled <o> in __confront__ .

Schwa is spelled <u> in __succeed__ and __trustful__ .

Schwa is spelled <ai> in __mountain__ .

Schwa is spelled <ea> in __ocean__ .

Schwa is spelled <ou> in __famous__ .

Teaching Notes.

1. The somewhat unusual-looking word *schwa* comes from an old Hebrew word that meant "emptiness, no vowel sound." Most unstressed English vowels tend to become reduced to schwa, though some reduce to an unstressed [i] — for instance, the <a> in the suffix *-age* in such words as *leverage* and *average*. Actually, what we are calling schwa and symbolizing [ə] represents a rather ill-defined range of sounds running from the "uh"-like sound illustrated in this lesson to something more like short <i>, [i]. In fact, *Webster's Third International Dictionary* uses a combination symbol, a dotted schwa, to show this range. A bit of variation is to be expected and condoned in the pronunciation of unstressed vowels.

2. The most important points of this lesson are that schwa is always unstressed and that most unstressed vowels reduce to schwa. Since there is at least one schwa in most words of more than one syllable, there are a lot of schwas in English speech. All those schwas pose problems for spellers, since they can be spelled, as this lesson shows, with any vowel and nearly any vowel combination.

3. American dictionaries have only been using the schwa symbol in their pronunciation respellings for the last few years. It is important that the students understand how their dictionaries represent the reduced sound we symbolize as [ə].

Lesson Twenty-one
Practice with Schwa

1 All of the following words contain two vowel sounds, one of which is schwa. In each word mark the vowel sound that has strong stress, and then underline the letters that spell schwa, as we have done with *cousin*::

cóus<u>i</u>n	trústf<u>u</u>l	míss<u>io</u>n	plas<u>a</u>nt
húm<u>a</u>n	s<u>u</u>ccéed	sént<u>e</u>nce	sérg<u>ea</u>nt
<u>a</u>héad	púrp<u>o</u>se	thóus<u>a</u>nd	móunt<u>ai</u>n
<u>a</u>gáinst	ág<u>e</u>nt	bútt<u>o</u>ns	jéal<u>ou</u>s

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:

Words with [ə] spelled . . .

<a>	<e>	<o>	<u>
human	*agent*	*purpose*	*trustful*
ahead	*sentence*	*buttons*	*succeed*
against			
thousand			
pleasant			

The words with [ə] spelled . . .

<i>	<io>	<ai>	<ea>	<ou>
cousin	*mission*	*mountain*	*sergeant*	*jealous*

4 The mark we use to show strong stress is called an **acute accent**. The word *acute* means "sharp" and comes from an old Latin word that meant "needle" — which is what an acute accent looks like. (The word *cute* comes from the word *acute* .)

☞ ! ! ! ☞

Watch the Middles!

succeed	
PREFIX	**BASE**
suc	*ceed*
suc	ceed
suc	*ceed*
succeed	

trustful	
BASE	**SUFFIX**
trust	*ful*
trust	ful
trust	*ful*
trustful	

confront	
PREFIX	**BASE**
con	*front*
con	front
con	*front*
confront	

mountain	
BASE	**SUFFIX**
mount	*ain*
mount	ain
mount	*ain*
mountain	

agent	
BASE	**SUFFIX**
ag	*ent*
ag	ent
ag	*ent*
agent	

sergeant	
BASE	**SUFFIX**
serge	*ant*
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.

Lesson Twenty-two
The Combinations [ur] and [ər]

1 You can hear both of the combinations [ur] and [ər] 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: [ər]. We write the pronunciation of *burner* this way: [búrnər].

2 Each of the following words contains the sound [ur]; none contains the sound [ər]. Mark the strong stress in each word and underline the letters that spell [ur] .

    pérching   cóurage   sérvice   púrpose

3 Each of the following words contains the sound [ər]; none contains [ur]. Mark the strong stress in each word and then underline the letters that spell [ər]:

    cénter   dóllars   dóctor   éffort

4 Each of the following words contains either the sound [ur] or the sound [ər]. None of them contains both. Mark the strong stress in each word and underline the letters that spell the [ur] or the [ər]:

    úrgent   cólor   círcle   súrface

Which of the four words contains [ər]?   *color*

5 Each of the following words contains both [ur] and [ər]. Mark the strong stress in each word and underline the letters that spell [ər]:

    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 [ər]. If you can get more than fifty words, you are doing very well.

Start

```
        Start
   B  F  G      M  P  S
      H  L      QU T
     EAR ER     IR UR
  C S T D F    G  M  N  V
  H
        L      W
     AR ER    OR UR
      B  M     S  T
              E
       Finish
```
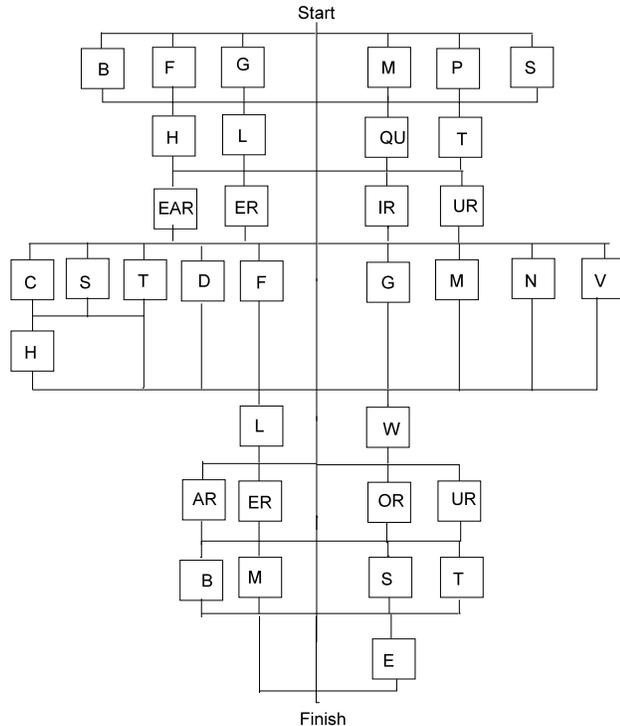
Teaching Notes. This lesson gives the students more work with word stress. It also introduces them to two very common sound-units, [ur] and [ər]. They may ask about the apparent disappearance of the [u] and [ə] sounds in these words. About all you actually hear is the [r]. This is a good example of the 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 [ər] 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*.

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? <u> *mis-* </u>

2 Copy the twelve words into the table below and analyze them into their prefixes and free stems, as we've done with *misshaped*:

Word	=	Prefix	+	Free Stem
misshaped	=	*mis*	+	*shaped*
misspell	=	*mis*	+	*spell*
mistrust	=	*mis*	+	*trust*
mismatch	=	*mis*	+	*match*
misdeeds	=	*mis*	+	*deeds*
mismanage	=	*mis*	+	*manage*
miscues	=	*mis*	+	*cues*
misjudge	=	*mis*	+	*judge*
misquote	=	*mis*	+	*quote*
mislaid	=	*mis*	+	*laid*
misunderstand	=	*mis*	+	*understand*
mistreatment	=	*mis*	+	*treatment*

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:

Words that contain the prefix *mis-:*	Words that do not contain the prefix *mis-:*
mislay	misty
misread	misery
mismatches	mister
mismanage	missile
misleading	mission
mistake	missed

4   Combine the following prefixes, free stems, and suffixes. In your analysis show any cases of twinning, final <e> deletion, and changes of <y> to <i>:

Prefixes, Stems, and Suffixes	Analysis	Word
mis + shape + ed	mis + shapé + ed	misshaped
mis + judge + ed	mis + judgé + ed	misjudged
mis + take + en	mis + také + en	mistaken
re + move + ing	re + mové + ing	removing
wrap + er	wrap + p + er	wrapper
quiz + ed	quiz+ z + ed	quizzed
un + tap + ed	un + tap+ p + ed	untapped
if + y	if+ f + y	iffy

Prefixes, Stems, and Suffixes	Analysis	Word
un + decide + ed	un + decid̸e + ed	*undecided*
in + ing	in+ n + ing	*inning*

5 Try some the other way around. Analyze the words below into prefixes, free stems, and suffixes:

Word	=	Prefix + Free Stem + Suffix
mistakes	=	*mis + tak̸e + s*
refinishes	=	*re + finish + es*
unblinking	=	*un + blink + ing*
mishaps	=	*mis + hap + s*
removed	=	*re + mov̸e + ed*
mismanaging	=	*mis + manag̸e + ing*
untried	=	*un + tr̸y + i + ed*

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.

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:

Words in which *mis- means . . .*

"Bad, badly"	"Lack of, failure of"	"Mistakenly, incorrectly"
mismatch	*mistrust*	*misread*
misdeeds	*mismatch*	*misspell*
mismanage		*mismatch*
mistreat		*mislead*
		misunderstand
		misquote

"Bad, badly"	"Lack of, failure of"	"Mistakenly, incorrectly"
		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 *mischief*. The free stem is *chief*, which comes from an old French word that meant "head" and is also the source of *chef*, "head cook." The French source of the word *mischief* meant "to come to a head badly or mistakenly." So *mischief* originally meant behavior that would cause things to turn out badly.

☞ ! ! ! ☜
Watch the Middles

misspelling		
PREFIX	**BASE**	**SUFFIX**
mis	*spell*	*ing*
mis	spell	*ing*
mis	*spell*	ing
misspelling		

mischief	
PREFIX	**BASE**
mis	*chief*
mis	chief
mis	*chief*
mischief	

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."

Lesson Twenty-five
The Prefix *Dis-*

1 So far you have worked with three prefixes. They all are 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:

Words in which *dis-* means . . .

"Lack of, not"	"Removal, reversal"
distrust	*discard*
disagree	*disarm*
dishonest	*discount*
disobey	*discover*
disorder	*discharge*

3:25:1

"Lack of, not"	"Removal, reversal"
disgrace	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*:   <u>*misspell*</u>

2. Take away the prefix that means "mistakenly" and
        put on the suffix that means "in the past":   <u>*spelled*</u>

3. Take away the fourth and fifth letters in the word: <u>*speed*</u>

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: <u>*reeds*</u>

5. Change the second vowel in the word to the first vowel
 in the alphabet; remove the last consonant in the
 word: <u>*read*</u>

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 <u>*misread*</u> you.

Teaching Notes.

Item 3. Again you might expect some differences of opinion.

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

Words that Contain the Prefix *dis-*		
disorder	*disuse*	*discard*
disband	*discolor*	*discover*
dishonor	*discontinue*	*disease*

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✓

Seven letters:
disavow✓

Eight letters:
diseased✓
disaster✓
disarray✓

Nine Letters:
disgraced✓
discovers✓
dishonest✓
discounts✓

Ten letters:
disservice✓

Eleven letters:
discontinue✓
distrusting✓

Twelve letters:
disinfectant✓
disadvantage✓
dissatisfied✓
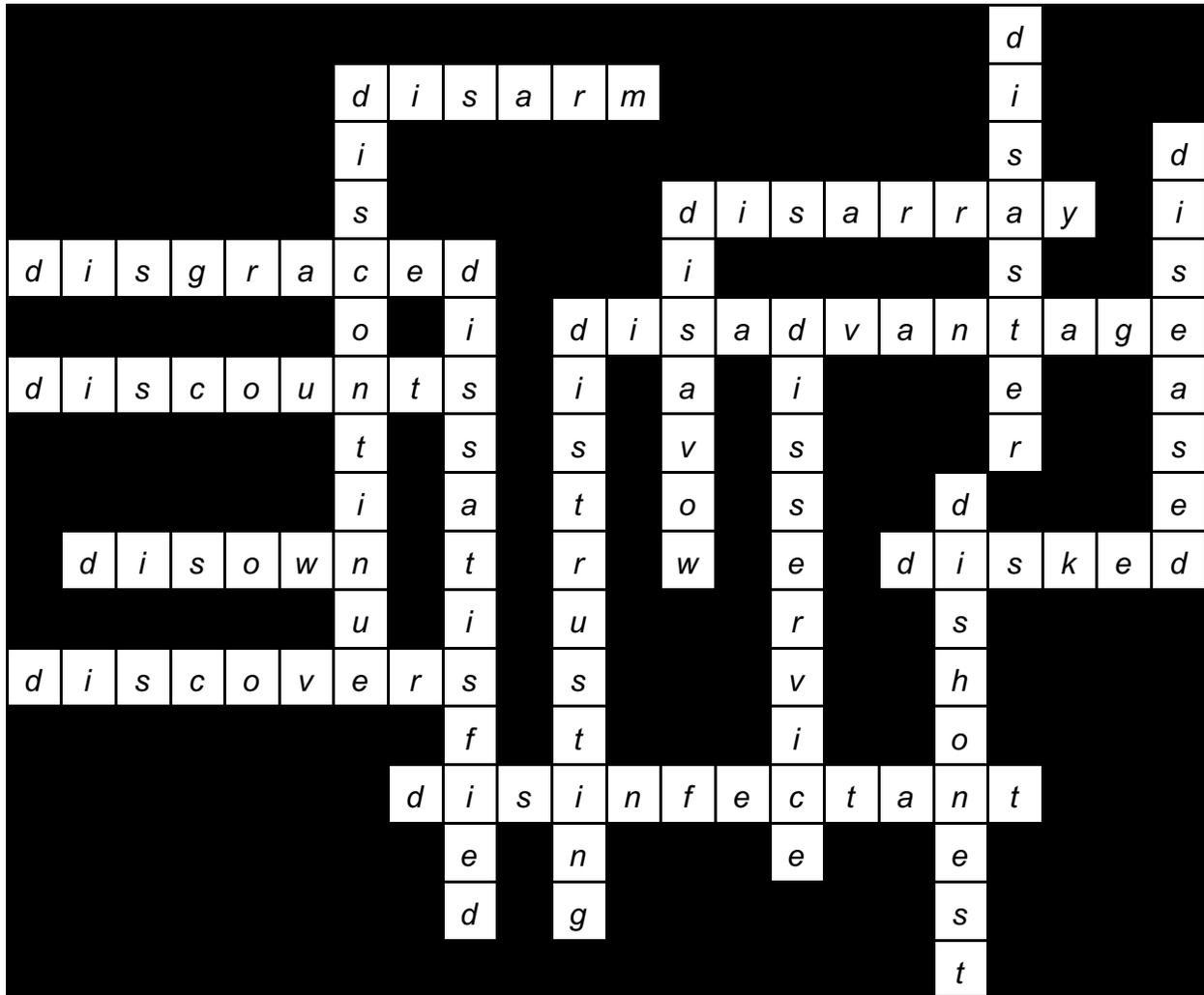
The word that does not contain *dis-* is ___*disked*___

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").

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>:

Prefix	+	Free Stem	=	New Word
mis	+	spell	=	*misspell*
un	+	natural	=	*unnatural*
mis	+	spend	=	*misspend*
un	+	necessary	=	*unnecessary*
re	+	educate	=	*reeducate*
un	+	noticed	=	*unnoticed*
dis	+	satisfied	=	*dissatisfied*
un	+	nerve	=	*unnerve*

3   Now try these. They also combine by simple addition:

Prefix	+	Free Stem	=	New Word
dis	+	service	=	*disservice*
re	+	examine	=	reexamine
dis	+	color	=	*discolor*

Prefix	+	Free Stem	=	New Word
mis	+	strike	=	*misstrike*
dis	+	obey	=	*disobey*
re	+	elect	=	*reelect*
dis	+	solve	=	*dissolve*
un	+	cover	=	*uncover*
mis	+	shape	=	*misshape*
mis	+	leading	=	*misleading*
un	+	needed	=	*unneeded*
un	+	remarkable	=	*unremarkable*

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:

Word	= Prefix	+	Free Stem	+ Suffix
miscounted	= *mis*	+	*count*	+ *ed*
undecided	= *un*	+	*decidé*	+ *ed*
mislaying	= *mis*	+	*lay*	+ *ing*
undoing	= *un*	+	*do*	+ *ing*
misdeeds	= *mis*	+	*deed*	+ *s*
mistreated	= *mis*	+	*treat*	+ *ed*
discoverer	= *dis*	+	*cover*	+ *er*
disgraces	= *dis*	+	*gracé*	+ *es*
unexamined	= *un*	+	*examiné*	+ *ed*
discharged	= *dis*	+	*chargé*	+ *ed*
reordered	= *re*	+	*order*	+ *ed*
discounts	= *dis*	+	*count*	+ *s*
diseases	= *dis*	+	*easé*	+ *es*

Word	= Prefix	+	Free Stem	+ Suffix
returning	= *re*	+	*turn*	+ *ing*
unnerving	= *un*	+	*nerve̸*	+ *ing*
disgracing	= *dis*	+	*grace̸*	+ *ing*
repacked	= *re*	+	*pack*	+ *ed*

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.).

Lesson Twenty-eight
Test Three

Words	Analysis
1. *misspelling*	Prefix + free stem + suffix = _____ *mis + spell + ing* _____
2. *discoverer*	Prefix + free stem + suffix = _____ *dis + cover + er* _____
3. *pleasant*	[ə] = _*<a>*_ [e] = _*<ea>*_
4. *mistreats*	Prefix + free stem + suffix = _____ *mis + treat + s* _____
5. *diseases*	Prefix + free stem + suffix = _____ *dis + easé + es* _____
6. *cousin*	[ə] = _*<i>*_ [u] = _*<ou>*_
7. *mismanaged*	Prefix + free stem + suffix = _____ *mis + managé + ed* _____
8. *mountain*	[ə] = _*<ai>*_
9. *dissolve*d	Prefix + free stem + suffix = _____ *dis + solvé + ed* _____
10. *sentences*	[s] = _<s>_ & _<c>_ Free stem + suffix = _*sentencé + 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.

Lesson Twenty-nine
Review of Vowel Letters and Patterns

1 The four letters that are always vowels are <u> *<a>* </u> , <u> *<e>* </u> , <u> *<i>* </u> , and <u> *<o>* </u> .

2 The three letters that are sometimes vowels and sometimes consonants are <u> *<y>* </u> ,
 <u> *<u>* </u> , and <u> *<w>* </u> .

3 The other nineteen letters that are always consonants are: <u> *<b>* </u> , <u> *<c>* </u> , <u> *<d>* </u> , <u>   </u>
<u> *<f>* </u> , <u> *<g>* </u> , <u> *<h>* </u> , <u> *<j>* </u> , <u> *<k>* </u> , <u> *<l>* </u> , <u> *<m>* </u> , <u> *<n>* </u> , <u> *<p>* </u> , <u> *<q>* </u> , <u> *<r>* </u> ,
 <u> *<s>* </u> , <u> *<t>* </u> , <u> *<v>* </u> , <u> *<x>* </u> , and <u> *<z>* </u> .

4 Be ready to talk about these questions:

When is the letter <w> a consonant?

When is the letter <y> a consonant?

When is the letter <u> a consonant?

5 In each of the following words find the letter that is spelling the vowel sound with strong stress. Mark that letter 'v'. Remember that in words with only one vowel sound, we assume that that vowel sound has strong stress. Then mark the next two letters after the stressed vowel, either 'v' or 'c'. You should find two patterns among these words: VCC and VCV. We've done the first one for you:

bandage	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:

Words with the pattern . . .

VCV		VCC	
gate	lady	bandage	dissolve
maniac	joking	fill	victim
human	tiny	missile	opposite
major	rise	gather	kept
climate	twice	sense	misty

☞ !!! ☜

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.

1. Write the word *life.*	*life*
2. Change the <e> to <l> and scramble the letters.	*fill*
3. Change <f> to <k>. Change <l> to <e> and scramble the letters.	*like*
4. Change <l> to <p>. Change <i> to <t> and scramble the letters.	*kept*
5. Change <p> to <a> and scramble the letters.	*take* or *teak*
6. 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 'v' and 'c'.

Lesson Thirty
Review of VCC and VCV

1 Write a word that contains each of these vowel sounds:

Short Vowel Sounds	Words
Short <a>, [a]	*Answers*
Short <e>, [e]	*will*
Short <i>, [i]	*vary.*
Short <o>, [o]	
Short uh, [u]	
Short oo, [ü]	

Long Vowel Sounds	Words
Long <a>, [ā]	*Answers*
Long <e>, [ē]	*will*
Long <i>, [ī]	*vary.*
Long <o>, [ō]	
Long oo, [ū]	
Long yoo, [yū]	

2 Here are the twenty words with which you worked in the last lesson:

bandage	major	sense	opposite
vcc	vcv	vcc	vcc

gate	missile	joking	kept
vcv	vcc	vcv	vcc

fill	climate	dissolve	misty
vcc	vcv	vcc	vcc

maniac	gather	tiny	rise
VCV	VCC	VCV	VCV
human	lady	victim	twice
VCV	VCV	VCC	VCV

In some of these twenty words the first vowel is short. In some it is long. Sort the twenty words into the following matrix:

Words in which the first vowel is . . .

	Short	Long
Words with the pattern VCC	*bandage* *fill* *missile* *gather* *sense* *dissolve* *victim* *opposite* *kept* *misty*	
Words with the pattern VCV		*gate* *maniac* *human* *major* *climate* *lady* *joking* *tiny* *rise* *twice*

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

A

gate
major
lady

A+B

maniac

B

bandage
attack
match

A+C

disgrace

A+B+C
passageway

B+C

gathers

C

missile
dissolve
opposite

D

human
climate
victim
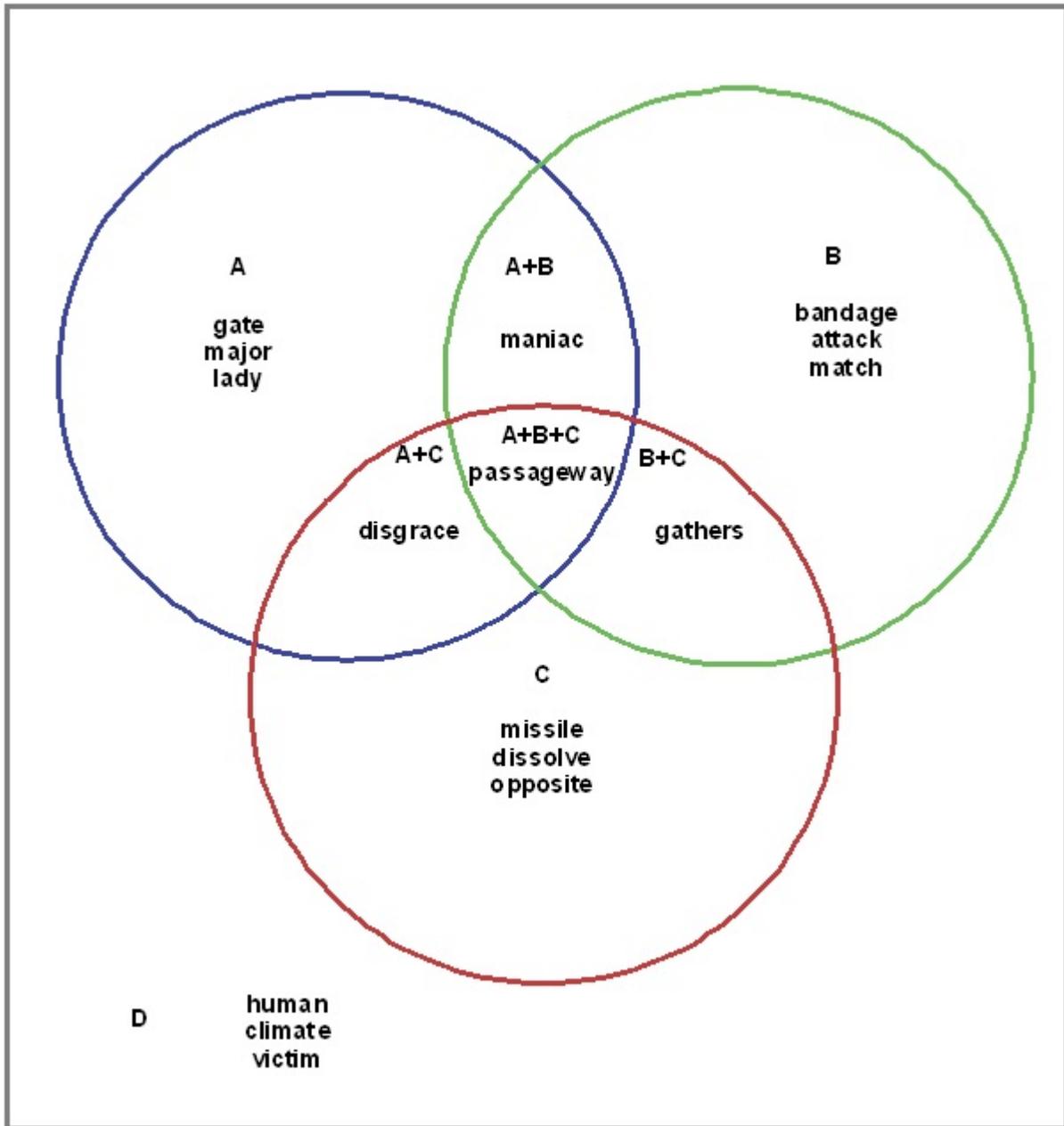
Teaching Notes.

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].

Lesson Thirty-one
More Practice with the VCC and VCV Patterns

1 The first vowel in the VCC pattern is __*short*__. But the first vowel in the VCV

pattern is __*long*__.

2 in each of the following words find the vowel letter that is spelling the vowel sound
with strong stress. Mark it with a 'v'. Then mark the two letters after that vowel either 'v'
or 'c':

tricky	union	hundred	decide
vcc	vcv	vcc	vcv

tiny	issue	interest	method
vcv	vcc	vcc	vcc

quote	attacked	remote	climate
vcv	vcc	vcv	vcv

evening	fifty	mission	mister
vcv	vcc	vcc	vcc

3 Sort the sixteen words into this matrix:

Words in which the stressed vowel is . . .

	Short	Long
Words with the pattern VCC	tricky mission issue method attacked mister fifty hundred interest	
Words with the pattern VCV		tiny quote evening union remote decide climate

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	*j*	*o*	*k*	*i*	*n*	*g*
		v	c	v		
suies	*i*	*s*	*s*	*u*	*e*	
	v	c	c			
thomed	*m*	*e*	*t*	*h*	*o*	*d*
		v	c	c		
sorjam	*m*	*a*	*j*	*o*	*r*	*s*
		v	c	v		
drenduh	*h*	*u*	*n*	*d*	*r*	*e* *d*
		v	c	c		

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:

Free Stem	+	Suffix	=	Word
quoté	+	ed	=	*quoted*
cagé	+	ed	=	*caged*
up + *p*	+	er	=	*upper*
interest	+	ing	=	*interesting*
exercisé	+	ed	=	*exercised*
obey	+	ed	=	*obeyed*
decide	+	s	=	*decides*
in + *n*	+	ing	=	*inning*
fill	+	ing	=	*filling*
disgracé	+	ed	=	*disgraced*
murmur	+	ed	=	*murmured*
order	+	ing	=	*ordering*
ladý + *i*	+	es	=	*ladies*
mist	+	y	=	*misty*
price	+	s	=	*prices*
refusé	+	ed	=	*refused*
mission	+	s	=	*missions*

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:

Word	=	Free Stem	+	Suffix
refusing	=	refus*e̸*	+	ing
disgracing	=	disgrac*e̸*	+	ing
decided	=	decid*e̸*	+	ed
watches	=	watch	+	es
misspending	=	misspend	+	ing
twiggy	=	twig + g	+	y
rising	=	ris*e̸*	+	ing
banded	=	band	+	ed
senses	=	sens*e̸*	+	es
quoting	=	quot*e̸*	+	ing
issuing	=	issu*e̸*	+	ing
quizzes	=	quiz + z	+	es
interested	=	interest	+	ed
units	=	unit	+	s
iffy	=	if + f	+	y
methods	=	method	+	s
upper	=	up + p	+	er
obeyed	=	obey	+	ed
hundreds	=	hundred	+	s
shoes	=	shoe	+	s
fifties	=	fift*y̸* + i	+	es

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 vowels 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.

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:

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. One word goes into two groups:

	Words with soft <c>:	Words with hard <c>:
Words with <e>, <i>, or <y> right after the <c>:	*service embrace* *ignorance notice* *juicy concept* *decided since* *producer* *deceptive* *center*	
With no <e>, <i>, or <y> right after the <c>:		*republic concept* *elected democratic* *comics discount* *agriculture* *recover* *miscue* *actively*

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]__. It is called hard <c> 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

	Words with soft <c>:	Words with hard <c>:
Words with <e>, <i>, or <y> right after the <c>:	*rejoice* *emergency* *civilize* *officer* *fiercely* *surface* *license*	
Words with no <e>, <i>, or <y> right after the <c>:		*recognized* *victim* *affection* *arc* *fabric*

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*.

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_ .

5 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

<u>soft</u>   . And sometimes a final <e> can do both things at once.

☞ ! ! ! ☜

Watch the Middles!

agriculture		
BASE	**BASE**	**SUFFIX**
agri	*cult*	*ure*
agri	cult	*ure*
agri	*cult*	ure
agri	*cult*	*ure*
agriculture		

democratic		
BASE	**BASE**	**SUFFIX**
demo	*crat*	*ic*
demo	crat	*ic*
demo	*crat*	ic
demo	*crat*	*ic*
democratic		

emergency		
PREFIX	**BASE**	**SUFFIX**
e	*mergé*	*ency*
e	mergé	*ency*
e	*mergé*	ency
e	*mergé*	*ency*
emergency		

election		
PREFIX	**BASE**	**SUFFIX**
e	*lect*	*ion*
e	lect	*ion*
e	*lect*	ion
e	*lect*	*ion*
election		

Teaching Notes. For more on the use of silent final <e> to mark soft <c>, see *AES*, p.146.

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 behave quite like the final <e> that just marks a long vowel.   Here are
some words analyzed for you. Show any final <e> deletions as we have done with
announcer. Write "Yes" or "No" in the right hand column to show whether a final <e>
was deleted when the suffix was added to the free stem:

Free Stem + Suffix = Word	Was a final <e> deleted?
announcé + er = announcer	*Yes*
choicé +est = choicest	*Yes*
juicé + y = juicy	*Yes*
embrace + able = embraceable	*No*
surface + s = surfaces	*No*
notice + able = noticeable	*No*
introducé + ing = introducing	*Yes*
scarce + ly = scarcely	*No*
service + able = serviceable	*No*
pricé + ed = priced	*Yes*

5 Combine each free stem and suffix to make a word. Mark any final <e>'s that are deleted:

Free Stem	+ Suffix	=	Word
lac*e̷*	+ y	=	*lacy*
practic*e̷*	+ ed	=	*practiced*
service	+ s	=	*services*
announce	+ ment	=	*announcement*
juic*e̷*	+ y	=	*juicy*
fierc*e̷*	+ est	=	*fiercest*
embrace	+ able	=	*embraceable*
offic*e̷*	+ er	=	*officer*
sentenc*e̷*	+ ed	=	*sentenced*
rejoic*e̷*	+ 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: <u> *<e>* </u> , <u> *<i>* </u> or <u> *<y>* </u>. Which three letters must follow a soft <c>? <u> *<e>* </u>, <u> *<i>* </u>, or <u> *<y>* </u>.

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 <u> *<e>* </u>, <u> *<i>* </u>, or <u> *<y>* </u>; you delete a final <e> that is only marking long vowels whenever you add a suffix that starts with any <u> *vowel* </u>.

☞ **!!!** ✍

Word Changles. Follow the directions carefully. Write the words you make in the column on the right. The shaded boxes will contain free stems that you worked with in this lesson:

1. Write the word *clue.*	*clue*
2. Change the <l> to <j>, add an <i> and scramble the letters.	*juice*
3. Change <ju> to <pr>.	*price*
4. Change <i> to <a>. Change <p> to <s> and scramble the letters.	*acres, cares, races, scare*
5. Add a <c> and scramble the letters.	*scarce*
6. 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.

Lesson Thirty-six
Test Four

Words	Analysis
1. *climates*	[k] = _<c>_ VCV = _<ima>_ Free stem + suffix = _____ climate + s _____
2. *senses*	VCC = _<ens>_ Free stem + suffix = _____ sensé + es_____
3. *twice*	<w> = consonant? or vowel? _consonant_ VCV = _<ice>_ [s] = _<c>_
4. *hundred*	<u> = consonant? or vowel? _vowel_ VCC = _<und>_
5. *quoting*	[kw] = _<qu>_ <u> = consonant? or vowel? _consonant_ Free stem + suffix = _____ quoté + ing _____
6. *juicy*	<u> = consonant? or vowel? _vowel_ [s] = _<c>_ Free stem + suffix = _____ juicé + y _____
7. *embraceable*	[s] = _<c>_ Free stem + suffix = _____ embrace + able_____
8. *tiniest*	VCV = _<ini>_ Free stem + suffix = _____ tiný + i + est_____
9. *rejoices*	[s] = _<c>_ <s> = _[z]_ Free stem + suffix = _____ rejoicé + es_____
10. *mistier*	VCC = _<ist>_ Free stem + suffix = _____ mistý + i + er_____

3:36:1T

**Lesson Thirty-seven
Soft <g> and Hard <g>**

1 You've seen that a soft <c> spells the sound [s], as in *acid*, and that a hard <c> spells the sound [k], as in *actor*. You've also seen that a soft <c> has to have either an <e>, <i>, or <y> right after it.

The letter <g> sometimes spells the sound [j] as in *gem*, and it sometimes spells the sound [g] as in *gum*. When it spells the [j] sound, it is called **soft <g>**. When it spells the [g] sound, it is called **hard <g>**.

2 Pronounce each of the following words. Pay special attention to the sounds being spelled by the <g> in each of them. Sort the words into the matrix:

agent	ignorance	agriculture	college	angel
recognize	grower	gypped	digest	angle
argue	genies	intelligence	disgusted	regret
sergeant	discharge	glimpse	goddess	legislator
challenge	gleamed	twig	biology	frog

Words in which <g> spells . . .

	[j]:	**[g]:**
Words with <e>, <i>, or <y> right after the <g>:	*agent digest* *sergeant biology* *challenge angel* *genies legislator* *discharge* *gypped* *intelligence* *college*	
Words with no <e>, <i>, or <y> after the <g>:		*recognize goddess* *argue angle* *ignorance regret* *grower frog* *gleamed* *agriculture* *glimpse* *twig* *disgusted*

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:

Free Stem	+ Suffix	= Word
god + *d*	+ ess	= *goddess*
biologist	+ s	= *biologists*
disgust	+ ing	= *disgusting*
gold	+ en	= *golden*
gyp + *p*	+ ing	= *gypping*
intelligent	+ ly	= *intelligently*
legislaté	+ or	= *legislator*
ignoré	+ ance	= *ignorance*

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.

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 [j])_.

And final <e> can mark both a long vowel and a soft <c> or <g> at the same time.

5 Sort the following words into the matrix below:

refuge   twice   lace   challenge   recognize

legislate   license   embrace   since   urge

enrage   college   courage   charge   intelligence

ignorance   office   civilize   expense   price

Words in which final <e> . . .

	marks a soft <c> or soft <g>:	does not mark a soft <c> or soft <g>:
Words in which final <e> marks a long vowel	*refuge* *enrage* *twice* *lace* *embrace* *price*	*legislate* *civilize* *recognize*
Words in which final <e> does not mark a long vowel	*ignorance intelligence* *college* *office* *courage* *challenge* *since* *charge* *urge*	*license* *expense*

6 A silent final <e> will mark a <g> right in front of it as being ___*soft*___ — that is, as spelling the sound ___*[j]*___.

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✓

A
catalog
goddess

A+B
geography

B
gypped
generates

A+C
ignorance

A+B+C
garbage

B+C
courage

C
license
office

D   accept
           motor
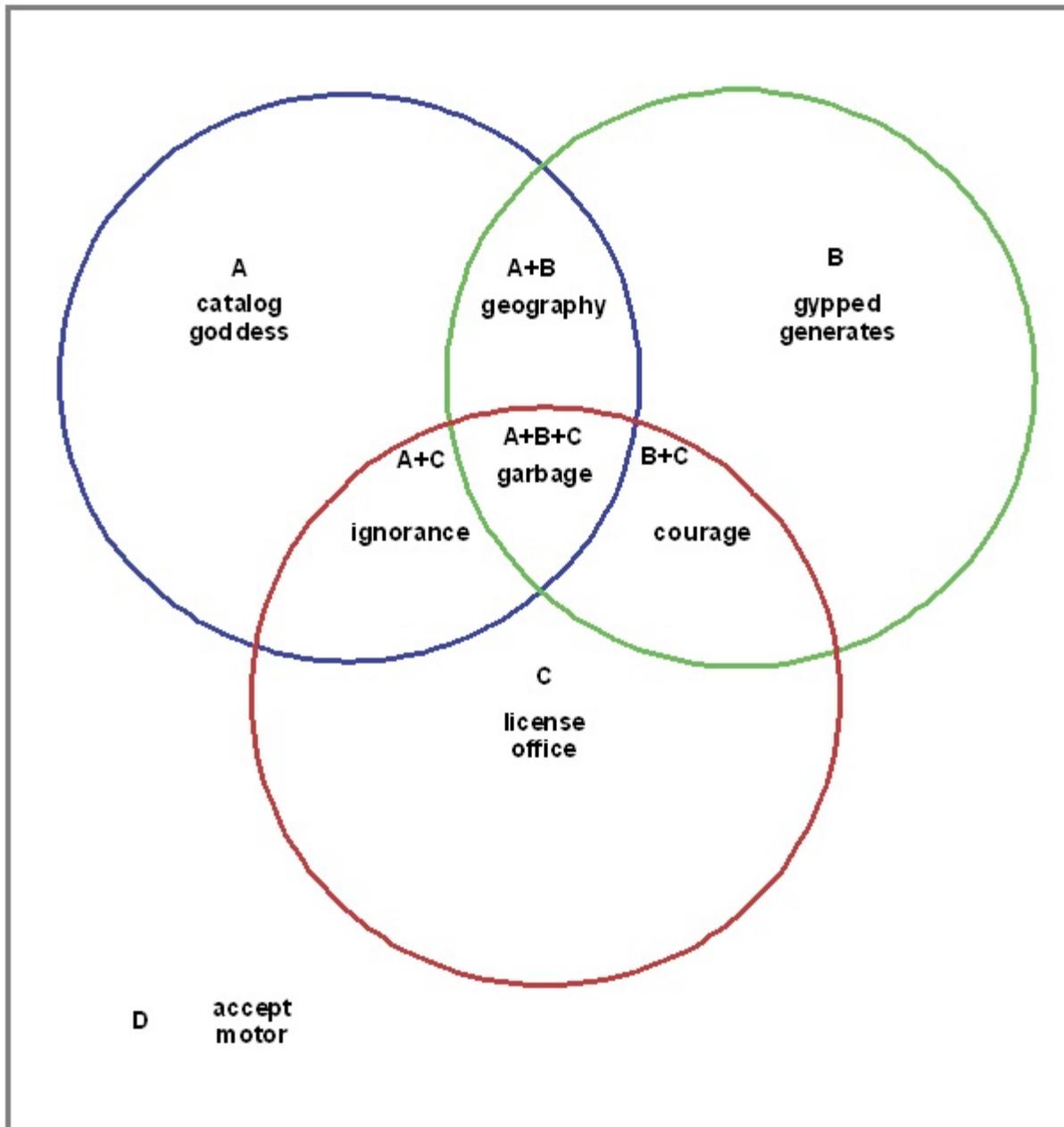
Lesson Thirty-nine
Soft <g> and Deleting Silent Final <e>

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:

Free Stem + Suffix = New Word	Was a final <e> deleted?
cagé + ed = caged	*Yes*
discourage + ment = discouragement	*No*
urgé + ing = urging	*Yes*
orangé + y = orangy	*Yes*
challenge + s = challenges	*No*
packagé + ing = packaging	*Yes*
manage + able = manageable	*No*
refugé + ee = refugee	*Yes*
largé + est = largest	*Yes*
urgé + ency = urgency	*Yes*
cagé + 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:

Word	=	Free Stem	+ Suffix	Was a final <e> deleted?
largeness	=	*large*	+ *ness*	*No*
orangy	=	*orangé*	+ *y*	*Yes*
encouragement	=	*encourage*	+ *ment*	*No*
urged	=	*urgé*	+ *ed*	*Yes*
challenger	=	*challengé*	+ *er*	*Yes*
refuges	=	*refuge*	+ *s*	*No*
discouraged	=	*discouragé*	+ *ed*	*Yes*
marriages	=	*marriage*	+ *s*	*No*
manager	=	*managé*	+ *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_

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.

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>: *decíde* . So in *decide* the silent final
<e> marks the <i> as long. But in the word *engine* the strong stress is on the first <e>,
and the <i> has weak stress: *éngine*. So in *engine* the silent final <e> does not mark
the <i> as long.

3   Mark the strong stress in each of these words. Remember that when a word has two
vowel sounds, the strong stress is usually on the first vowel — not always, but usually:

míssile	cóllege	óffice	clímate	decíde
sérvice	dispúte	páckage	remóte	redúce
pássage	práctice	requíre	suppóse	áctive
nótice	cóurage	súrface	mánage	púrpose

4 Now sort the words into this matrix:

	Words with strong stress on the last vowel sound:	Words with weak stress on the last vowel sound:
Words in which the final \<e\> marks a long vowel:	*dispute* *require* *remote* *suppose* *decide* *reduce*	
Words in which the final \<e\> does not mark a long vowel:		*missile* *surface* *service* *climate* *passage* *manage* *notice* *active* *college* *purpose* *practice* *courage* *office* *package*

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 [ī].

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:

Word	=	Free Stem	+ Suffix	Was final <e> deleted?
climatic	=	*climaté*	+ *ic*	Yes
required	=	*requiré*	+ *ed*	Yes
practicing	=	*practicé*	+ *ing*	Yes
cultured	=	*culturé*	+ *ed*	Yes
serviced	=	*servicé*	+ *ed*	Yes
surfacing	=	*surfacé*	+ *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>.

Free Stem	+ Suffix	= New Word	Was a final <e> deleted?
remote̸	+ est	= *remotest*	*Yes*
manag̸e	+ er	= *manager*	*Yes*
activ̸e	+ ist	= *activist*	*Yes*
offic̸e	+ er	= *officer*	*Yes*
manage	+ able	= *manageable*	*No*
active	+ ly	= *actively*	*No*
courage	+ ous	= *courageous*	*No*
orang̸e	+ y	= *orangy*	*Yes*
cultur̸e	+ al	= *cultural*	*Yes*
examin̸e	+ er	= *examiner*	*Yes*
passage	+ s	= *passages*	*No*
agricultur̸e	+ al	= *agricultural*	*Yes*
packag̸e	+ ed	= *packaged*	*Yes*
practic̸e	+ es	=*practices*	*Yes*
notice	+ able	= *noticeable*	*No*
servic̸e	+ ing	= *servicing*	*Yes*
encourag̸e	+ ing	= *encouraging*	*Yes*
notic̸e	+ ed	= *noticed*	*Yes*
licens̸e	+ es	= *licenses*	*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>:

		a	c	e		
	a	c	e	s		
	p	a	c	e	s	
p	a	c	k	a	g	e
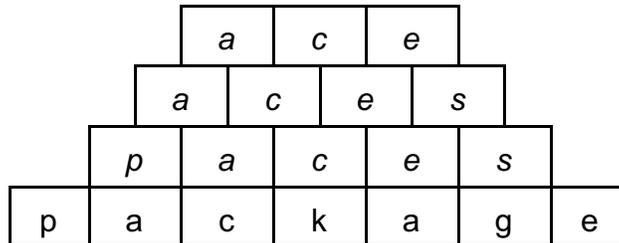
Every word in this Pyramid must contain a soft <c>:

		i	c	e		
	i	c	e	s		
	r	i	c	e	s	
s	e	r	v	i	c	e
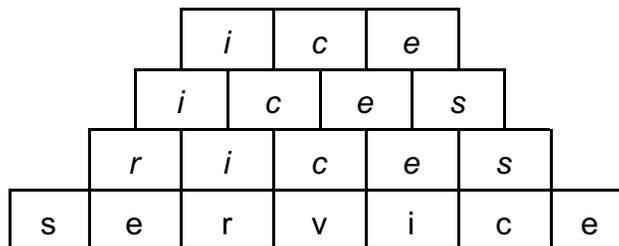
Teaching Notes.

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*.

Lesson Forty-two
Test Five

Words	Analysis
1. *colleges*	[j] = *<g>* Free stem + suffix = *college + s*
2. *noticed*	[s] = *<c>* Free stem + suffix = *noticé + ed*
3. *challenger*	[ər] = *<er>* Free stem + suffix = *challengé + er*
4. *activist*	[k] = *<c>* Free stem + suffix = *activé + ist*
5. *packaging*	[k] = *<ck>* Free stem + suffix = *packagé + ing*
6. *ignorance*	[g] = *<g>* , [s] = *<c>*
7. *legislator*	[j] = *<g>* , [s] = *<s>* , [ər] = *<or>*
8. *manageable*	[n] = *<n>* , [j] = *<g>*
9. *agriculture*	[g] = *<g>* , [k] = *<c>*
10. *intelligence*	[l] = *<ll>* , [j] = *<g>* , [s] = *<c>*

Lesson Forty-three
Bound Bases and Bound Stems

1 You know that a base that can stand free as a word is called a **free base**. If we remove the prefix *re-* from the word *recharge*, we are left with *charge*, which is a free base.

You also know that a stem that can stand free as a word is called a **free stem**. If we remove the prefix *re-* from the word *recharged*, we are left with *charged*, which is a free stem. *Charged* is a free stem that contains the free base *charge* plus the suffix *-ed*.

A base that cannot stand free as a word is called a **bound base**. A bound base has to have a prefix or a suffix or another base added to it to make it into a word. If we remove the prefix *re-* from the word *reject*, we are left with *ject* , which is a bound base because it cannot stand free as a word. You can reject something, but you can't just 'ject' it.

A stem that cannot stand free as a word is called a **bound stem**. If we remove the prefix *re-* from the word *rejection*, we are left with *jection* , which is a bound stem that contains the bound base *ject* and the suffix *-ion*.

2   A base that can stand free as a word is called a __*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:

        pro<u>spect</u>   <u>spect</u>ator   in<u>spect</u>or   <u>spect</u>acles

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:

        intro<u>duce</u>   pro<u>duce</u>   de<u>duce</u>   re<u>duce</u>   in<u>duce</u>

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:

remote   motor   promote   demote   motion

7 Each of the following words contains a prefix, a bound base, and a suffix. Analyze each word into its prefix, bound base, and suffix. This time, show any final <e> deletions:

Word	= Prefix	+ Bound Base	+ Suffix
prospecting	= *pro*	+ *spect*	+ *ing*
producer	= *pro*	+ *ducé*	+ *er*
deception	= *de*	+ *cept*	+ *ion*
acceptable	= *ac*	+ *cept*	+ *able*
remotest	= *re*	+ *moté*	+ *est*
inspected	= *in*	+ *spect*	+ *ed*
introducing	= *intro*	+ *ducé*	+ *ing*
conception	= *con*	+ *cept*	+ *ion*
promotion	= *pro*	+ *moté*	+ *ion*
exception	= *ex*	+ *cept*	+ *ion*
reduces	= *re*	+ *ducé*	+ *es*
intercepted	= *inter*	+ *cept*	+ *ed*
demoted	= *de*	+ *moté*	+ *ed*
receptive	= *re*	+ *cept*	+ *ive*

☞ !!! ☜

Word Builder. In Word Builder you are given some elements—in this case, prefixes, bound bases, and suffixes. Your job is to combine them to form words. In the tables we will give you formulas that will show you what kind of elements each word is to contain and how many letters each word will have. Some of the words you build will involve final <e> deletion, which you do not have to show in this activity; just write out the word. Here are the elements you have with which to work. You can use each element more than once:

Prefixes: *in-, re-*
Bound Bases: *cept, duce, spect, mote*
Suffixes: *-ed, -ion*

Here is an example of a table filled out. Notice that because of final <e> deletion *duce* appears in the table as *duc*:

Prefix		Bound Base			Suffix	
r	*e*	*d*	*u*	*c*	*e*	*d*
reduced						

Now try these:

Prefix		Bound Base				Suffix	
r	*e*	*s*	*p*	*e*	*c*	*t*	*e*	*d*
respected							

Prefix		Bound Base				Suffix		
i	*n*	*s*	*p*	*e*	*c*	*t*	*i*	*o*	*n*
inspection								

Prefix		Bound Base			
r	*e*	*d*	*u*	*c*	*e*
reduce					

Bound Base			Suffix		
m	*o*	*t*	*i*	*o*	*n*
motion					

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 adivice 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.

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:

Word	=	Prefix	+	Bound Stem
require	=	*re*	+	*quire*
accept	=	*ac*	+	*cept*
promote	=	*pro*	+	*mote*
disgust	=	*dis*	+	*gust*
recess	=	*re*	+	*cess*
dispute	=	*dis*	+	*pute*

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:

Word	=	Prefix	+	Bound Stem
deducing	=	*de*	+	*ducing*
inspector	=	*in*	+	*spector*
perceptive	=	*per*	+	*ceptive*
demoted	=	*de*	+	*moted*
induced	=	*in*	+	*duced*
prospector	=	*pro*	+	*spector*
disputing	=	*dis*	+	*puting*
promotes	=	*pro*	+	*motes*

Word	=	Prefix	+	Bound Stem
requires	=	*re*	+	*quires*
receptor	=	*re*	+	*ceptor*

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!

introduce	
PREFIX	**BASE**
intro	*duce*
intro	duce
intro	duce
introduce	

produce	
PREFIX	**BASE**
pro	*duce*
pro	duce
pro	duce
produce	

prospector		
PREFIX	**BASE**	**SUFFIX**
pro	*spect*	*or*
pro	spect	*or*
pro	spect	or
pro	*spect*	*or*
prospector		

inspecting		
PREFIX	**BASE**	**SUFFIX**
in	*spect*	*ing*
in	spect	*ing*
in	*spect*	ing
in	*spect*	*ing*
inspecting		

3:44:2

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*.)

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:

Words with . . .

one vowel sound	two vowel sounds
twig	*forbid*
park	*retain*
nerve	*practice*
bunch	*retreat*
youth	*conceal*
gleam	*major*
perched	*assist*
sued	*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:

Word	=	Free Stem	+	Suffix
forbidding	=	*forbid + d*	+	*ing*
assisted	=	*assist*	+	*ed*
committed	=	*commit + t*	+	*ed*
revolting	=	*revolt*	+	*ing*
concealed	=	*conceal*	+	*ed*
submitting	=	*submit + t*	+	*ing*
disgusted	=	*disgust*	+	*ed*
retainer	=	*retain*	+	*er*
regretting	=	*regret + t*	+	*ing*
retreated	=	*retreat*	+	*ed*
referring	=	*refer + r*	+	*ing*
unsnapped	=	*unsnap + p*	+	*ed*

4 Now sort the free stems that you found in your analysis into these two groups:

Free stems in which twinning . . .

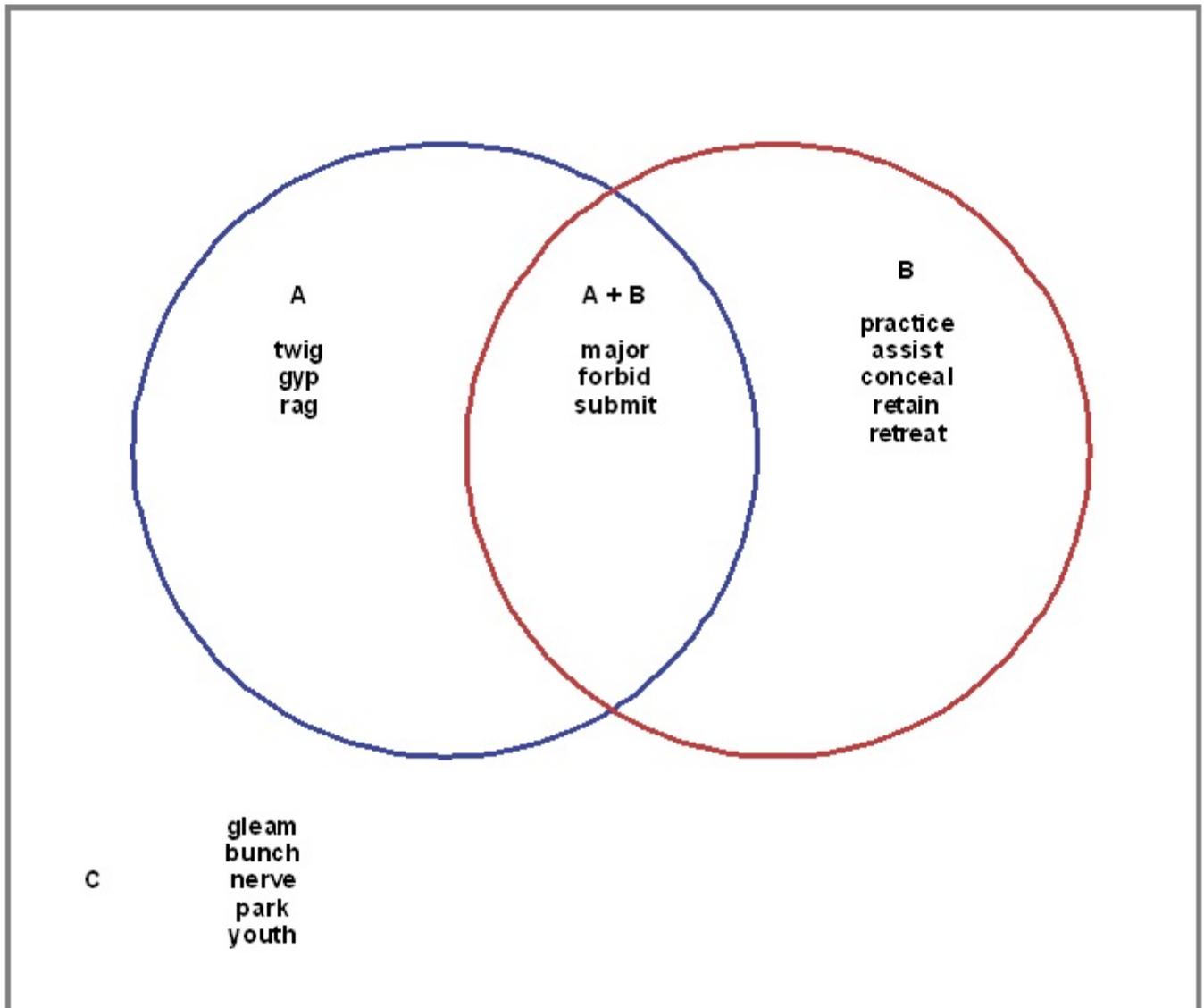| occurred	did not occur
forbid	*assist*
commit	*revolt*
submit	*conceal*
regret	*disgust*
refer	*retain*
unsnap	*retreat*

☞ !!! ☜

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✓

A

twig
gyp
rag

A + B

major
forbid
submit

B

practice
assist
conceal
retain
retreat

C

gleam
bunch
nerve
park
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.

Lesson Forty-six
More About Twinning in Longer Words

1 Here are the two sets of free stems that you found in the last lesson. Mark the last three letters of each stem, 'v' for vowels, 'c' for consonants, as we have done with *forbid*:

Free stems in which . . .

twinning occurred:		twinning did not occur:	
forbid *cvc*	regret *cvc*	assist *vcc*	disgust *vcc*
commit *cvc*	refer *cvc*	revolt *vcc*	retain *vvc*
submit *cvc*	untap *cvc*	conceal *vvc*	retreat *vvc*

Sort the twelve stems into this matrix:

Free stems that . . .

	end in CVC	do not end in CVC
Stems in which twinning occurred	*forbid* *commit* *submit* *regret* *refer* *untap*	
Stems in which twinning did not occur		*assist* *revolt* *conceal* *disgust* *retain* *retreat*

2 How many vowel sounds were there in each of the twelve stems? <u> Two </u>.   Did the stems in which twinning occurred end in CVC? <u> Yes </u>

3 You twin the final consonant of a free stem that has two vowel sounds only when the free stem ends <u> CVC </u>.

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:

Word	=	Free Stem	+	Suffix
submitter	=	submit + t	+	er
equipment	=	equip	+	ment
forbids	=	forbid	+	s
equipped	=	equip + p	+	ed
zigzagged	=	zigzag + g	+	ed
commits	=	commit	+	s

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:

Words in which . . .

twinning occurred	twinning did not occur
submitter	equipment
equipped	forbids
zigzagged	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.

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:

Word	=	Free Stem	+	Suffix
murderer	=	*murder*	+	*er*
forbidden	=	*forbid + d*	+	*en*
centered	=	*center*	+	*ed*
committed	=	*commit + t*	+	*ed*
softener	=	*soften*	+	*er*
regretted	=	*regret + t*	+	*ed*

3 Now sort the stems into these two groups. Notice here that we are not listing the whole original word, just its free stem:

Free stems in which . . .

twinning did occur	twinning did not occur
forbíd	*múrder*
commít	*cénter*
regrét	*sóften*

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.*

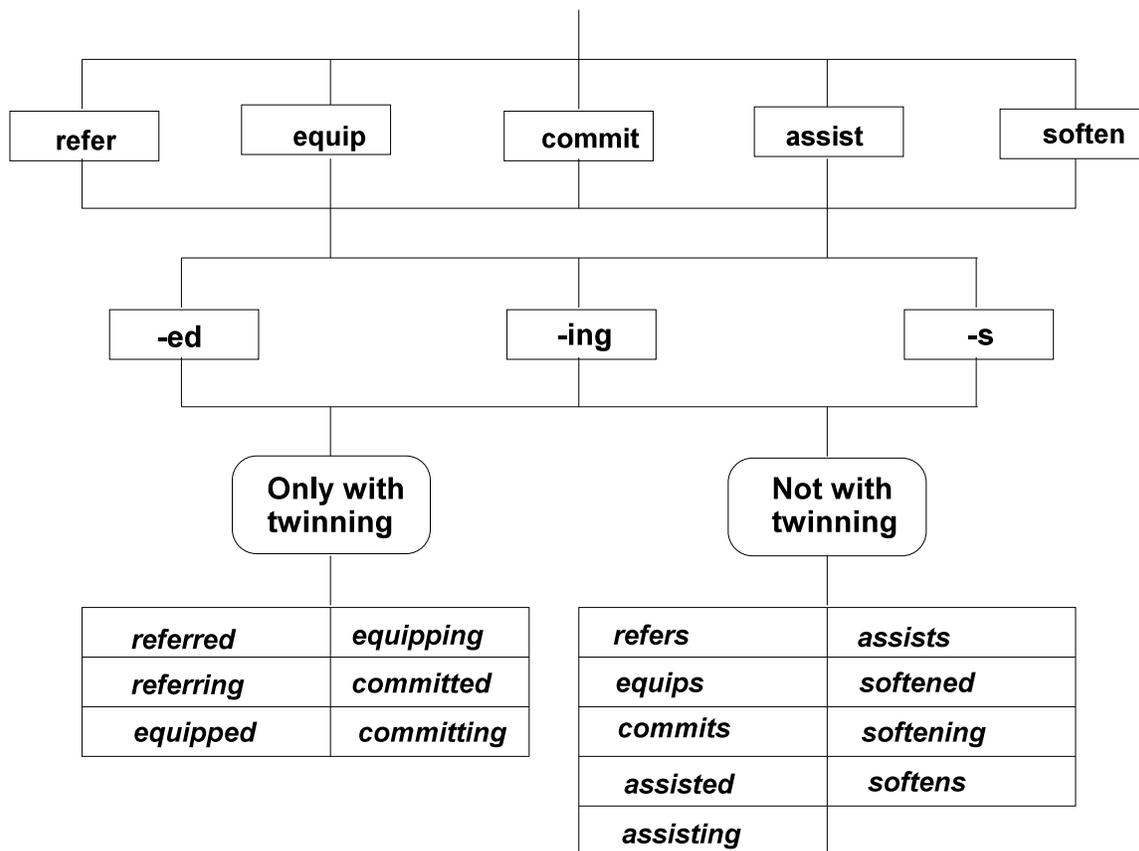5 Fill in the blanks with either *first* or *last*:

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:

refer	equip	commit	assist	soften

-ed	-ing	-s

Only with twinning

referred	equipping
referring	committed
equipped	committing

Not with twinning

refers	assists
equips	softened
commits	softening
assisted	softens
assisting	

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 twinnig 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 stess.

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.

Lesson Forty-eight
Test Six

Words	Fill in the blanks
1. *disgusted*	Prefix + Bound Stem + Suffix = *dis + gust + ed*
2. *refers*	Prefix + Bound Stem + Suffix = *re + fer + s*
3. *forbidden*	Free Stem + Suffix = *forbid + d + en*
4. *interception*	Prefix + Bound Stem + Suffix = *inter + cept + ion*
5. *assisting*	Free Stem + Suffix = *assist + ing*
6. *introduces*	Prefix + Bound Stem + Suffix = *intro + duce + s*
7. *submitted*	Prefix + Bound Stem + Suffix = *sub + mit + t + ed*
8. *softener*	Free Stem + Suffix = *soften + er*
9. *committed*	Free Stem + Suffix = *commit + t + ed*
10. *equipping*	Free Stem + Suffix = *equip + p + ing*