Book Six

Lesson One
Deleting Final <e> in Stems that End Ve#

1   **Final <e> Deletion Rule.** You delete a final <e> that marks a soft <c> or soft <g>
only when you add a suffix that begins with the letters _____, _____, or _____; you delete
all other silent final <e>'s whenever you add a suffix that starts with any _____.

2   Here are some free stems and suffixes for you to add together to practice final <e>
deletion:

Free Stem	+ Suffix	=	Word
rhyme̸	+ ing	=	*rhyming*
analyze	+ ed	=	
arrive	+ al	=	
immune	+ ize	=	
marriage	+ able	=	
chocolate	+ y	=	
motorcyle	+ ist	=	
disguise	+ ing	=	
complete	+ ed	=	
concrete	+ ion	=	
supportive	+ ness	=	
breathe	+ ing	=	
mortgage	+ able	=	
mortgage	+ ed	=	
exercise	+ ing	=	

3   So far you've worked with final <e> deletion only with words that have a consonant
right in front of the final <e> — like the <c> in *pronounce* or the <m> in *rhyme*. But
words that end with the pattern V*e*#, like *true* and *dye,* have a vowel right in front of the
final <e>. When we add a suffix that starts with a vowel to words with the V*e*# pattern,
different things can happen.

For instance, below are some words whose stems end in the V*e*# pattern <oe>#.   We have analyzed them into their stems and suffixes. Mark any final <e> deletion that took place and then write either "Yes" or "No" in the right hand column as we have done with the first one:

Words	=	Stem + Suffix	Did final <e> deletion occur?
toed	=	toé + ed	*Yes*
hoeing	=	hoe + ing	
hoed	=	hoe + ed	
canoeing	=	canoe + ing	
canoed	=	canoe + ed	
canoeist	=	canoe + ist	
horseshoer	=	horseshoe + er	
horseshoeing	=	horseshoe + ing	

4   When you add a suffix that starts with a vowel to a stem that ends <oe>, you do NOT delete the final <e> if the suffix starts with the letter _____. Otherwise, you do delete the final <e>, just as the Final <e> Deletion Rule says.

Lesson Two
Final <e> and V*e*# Stems That End <ee> and <ie>

1 Here are some words with V*e*# stems that end <ee>. Your job is the same as it was with the <oe> stem words in the previous lesson:

Word	=	Stem + Suffix	Did final <e> deletion occur?
seeing	=	see + ing	*No*
foreseeable	=	foresee + able	
agreeable	=	agree + able	
agreeing	=	agree + ing	
refereed	=	referee + ed	
refereeing	=	referee + ing	
freest	=	free + est	
seer	=	see + er	
guaranteeing	=	guarantee + ing	
foreseeable	=	foresee + able	

2   When you add a suffix that starts with a vowel to a stem that ends <ee>, you do

NOT delete the final <e> if the suffix starts with the letters _____ or _____. But if the

suffix starts with the letter <e>, you do delete the final <e>.

3   V*e* # stems that end with <ie> do something special when we add certain suffixes to them. For instance, here is what happens when we add *-ing* to the stem *lie* :

$$li\cancel{e} + y + ing = lying.$$

The final <e> is deleted, as the rule says it should be. But notice that if we stopped there, we'd get *li\cancel{e} + ing = *liing*. English avoids <ii>, so *liing* is an unacceptable spelling. But we can't just delete one of the <i>s, because that would lead to *ling*, which doesn't look at all like the sound of the word it is meant to spell.

So we make use of the fact that <i> and <y> are a two-letter team. You've already seen that in a number of words we change a <y> to an <i> when we add a suffix. For example: *try + ed = trý+i+ed = tried* and *lady + es = ladý +i +es = ladies*. When we want to add *-ing* to a word like *lie*, we do just the opposite: We change the <i> to <y>: *líé + y + ing = lying*.

However, this <i> to <y> change only occurs when the suffix starts with <i>. With other suffixes we just delete the final <e>: *lie + ed = líé + ed = lied*
and *lie + ar = líé + ar = liar*.

4   Analyze each of the following words into its stem with <ie> and suffix. Show any changes of <i> to <y>:

Words	=	Stem + Suffix	Did the <i> change to <y>?
lying	=	*líé + y + ing*	*Yes*
lied	=		
lies	=		
tied	=		
tying	=		
ties	=		
died	=		
dying	=		
pies	=		

5   When you add a suffix that starts with the letter _____ to a stem that ends <ie>, you

change the _____ to an _____ and delete the _____. Otherwise, you just delete the final

<e>.

Lesson Three
Summary of Final <e> Deletion in Ve# Stems

1   Below you are given stems ending in Ve# and suffixes to be added to them to make new words. Be sure your analysis shows any changes as we have done with the first one:

Stem + Suffix	=	Analysis	=	Word
lie + ing	=	l*ie* + y + ing	=	*lying*
agree + able	=		=	
canoe + ist	=		=	
die + ing	=		=	
free + est	=		=	
hoe + ing	=		=	
die + ed	=		=	
guarantee + ing	=		=	
toe + ed	=		=	
free + ed	=		=	
canoe + ed	=		=	

2   Add the following Ve# stems and suffixes to make words. In your analysis show any changes that take place:

Stem + Suffix	=	Analysis	=	Word
argue + ing	=	argu*e* + ing	=	*arguing*
glue + s	=		=	
vie + ed	=		=	
rescue + er	=		=	
sue + ed	=		=	
free + ly	=		=	
value + able	=		=	

Stem + Suffix	=	Analysis	=	Word
referee + ed	=		=	
vie + ing	=		=	
issue + ed	=		=	
eye + ed	=		=	
tiptoe + ed	=		=	
blue + ing	=		=	
tie + ing	=		=	
see + ing	=		=	
true + est	=		=	

3   When you add a suffix that starts with a vowel to a stem that ends <ue>, do you delete the final

<e>? _____

4   **Original Final <e> Deletion Rule.** You delete a final <e> that marks a soft <c> or soft <g> only when you add a suffix that begins with the letters ____, ____, or ____; you delete all other silent final <e>'s whenever you add a suffix that starts with any _____.

5   Most V*e* # words follow the Final <e> Deletion Rule, but there are three special cases:

(a) **<ie>.** When you add a suffix that starts with <i> to a stem that ends <ie>, you delete the final <e> and change the ____ to ____.

(b) **<ee>.** When you add a suffix that starts with the letters ____ or ____ to a stem that ends <ee>, you do not delete the final <e>.

(c) **<oe>.** When you add a suffix that starts with the vowel ____ to a stem that ends <oe>, you do not delete the final <e>.

6   There are only about twelve words that raise the three complications we've listed above. It isn't worth making our rule long and hard-to-remember just to account for a dozen or so words. But we can keep our revision of the rule fairly simple by revising it to something like this:

Final Final <e> Deletion Rule: You delete a final <e> that marks a soft ____ or soft ____ only

when you add a suffix that begins with the letters ____, ____, or ____; and except for a few words

with stems that end <ee>, <ie>, or <oe>, you delete all other silent final <e>'s whenever you add a

suffix that starts with any _____.

That little bit of a change keeps our rule honest without making it so long and complicated that it is hard to remember. All you have to do is keep those few stems that end <ee>, <ie>, or <oe> in mind – and that isn't too hard since if you try deleting the final <e> in words like *toeing* and *seeing* and *forseeable* , you get such funny-looking spellings that you would probably notice them anyhow.

Lesson Four
How Do You Spell Long <i>, [ī]?

1 You can hear the long <i> sound [ī] in the word *ripe*. Most of the time [ī] us spelled <i> in the regular long vowel patterns VCV, V.V, V*e* #, and VC*le*. Find the <i> that spells [ī] in each of the following words. Mark the <i> and the letters after it to show which of these four patterns each word contains:

despite	recognize	violence	idea	digest
tie	client	silence	pioneer	bible
trifle	exercise	appetite	finally	triumph
acquire	survival	annihilate	bridle	lie
bicycle	pie	title	horizon	variety

2 Sort the twenty-five words into these four groups:

Words in which [ī] is spelled <i> in the pattern . . .

VCV		V.V	VC*le*	V*e*#

3   The next most common spelling of [ī] is <y> in the regular long vowel patterns VCV, V#, Ve#, V.V, and VCle. In each of the following words find the <y> that is spelling [ī] and mark the pattern that it is in:

analyze	cycle	unicycle	hygiene	typewriter
butterfly	multiply	rhyme	hyena	xylophone
dye	typist	qualify	terrify	denying
occupy	supply	testify	denying	tying
recycle	hyacinth	style	vying	identify

4   Sort the words into the following five groups:

Words with [ī] spelled <y> in the pattern . . .

V#		VCV	V.V	VCle	Ve #

5   Both <i> and <y> often spell [ī] in the V.V pattern when certain suffixes are added to stems that end in <ie>, <ye>, or <y>. Find the letters that are spelling [ī] in the words below and mark the V.V pattern in each one. Then analyze each word into stem plus suffix to show how the V.V pattern comes about:

Word	=	Stem + Suffix
identifiable	=	*identify̸ + i + able*
multiplying	=	
liar	=	
drier	=	
qualifying	=	
dying	=	
identifiable	=	
reliance	=	
supplier	=	

Lesson Five
Long <i> and the VCC Pattern

1   You have seen that one VCC pattern that regularly has a long vowel in front of it is the VC*le* pattern: *bible, bridle, rifle*. A similar but not so common case is the VC*r*V pattern. Find the letter that is spelling [ī] in the words below, mark it 'v', and then mark the next two letters after it either 'v' or 'c':

library	microscope	nitrogen	migrate	tigress	vibrate

2   But long <i> occurs in several other VCC patterns, too. Some of the following words have long <i>; some have short <i>. Mark the letter that is spelling [ī] or [i] in each 'v' and then mark the next two letters either 'v' or 'c':

assigned	highway	thigh	resign	sights
child	winter	brightly	delight	isle
ignorant	tighten	countersign	timber	knight
bewilder	island	signal	blind	mankind
climb	pint	wildly	kindness	taillight
behind	window	children	remind	grind

3   Sort the thirty words into these two groups:

Words in which <i> in a VCC pattern spells a . . .

long vowel				short vowel

4   Sort the words with long <i> into the following seven groups:

Words in which long <i> comes right before the consonant combination . . .

<gh>		<nd>		<gn>

Words in which long <i> comes right before the consonant combination . . .

<ld>	<sl>	<mb>	<nt>

6   These special cases of long <i> in VCC patterns are due to changes that occurred in our language hundreds of years ago. There is little we can do except to try to remember them. Fortunately, only a few words contain them, not many more than in the list above.

Lesson Six
Digraph Spellings of Long <i>

1 When two letters work together to spell a single sound, we call them a **digraph**. Long <i> is spelled by several different digraphs. Underline the letters that spell long <i> in each of the following words. Do not underline the <gh> in words like *height*.:

fiery	bayou	stein	guy
either	geyser	sleight	feisty
height	buyer	neither	seisimic
aisle	eye	poltergeist	kaleidoscope

2   You should have found six different digraph spellings of [ī] in these words. One digraph occurs in nine of the words. That digraph is _____. Write the nine words below:

3   Two digraphs each occur in two of the words. Those digraphs are _____ and _____. Write the two words with the first of these digraphs in the boxes below:

Write the two words with the second of these two digraphs below:

5   Three digraphs occur in only one word each. Those three digraphs are _____,

_____, and _____. The word with the first of these digraphs is _____.

The word with the second digraph is _____. The word with the third is

_____.

6   The <ie> spelling of [ī] often occurs at the boundary between a stem and suffix. Analyze each of the following words into its stem and suffix to show how the <ie> spelling of [ī] comes about:

Word	= Stem + Suffix
tied	= ti*é̶*+ed
skies	=
dried	=
supplies	=
allies	=
testified	=
qualified	=
tried	=
occupies	=
multiplied	=

7   The most common spelling of [ī] is the letter _____. The second most common

spelling of [ī] is the letter _____.   Six other less common spellings of [ī] are the digraphs

_____, _____, _____, _____, _____, and _____.

Lesson Seven
Review of Long <i>

1   The most common spelling of [ī] is the letter _____. The second most common

spelling of [ī] is the letter _____. Six other less common spellings of [ī] are the digraphs

_____, _____, _____, _____, _____, and _____.

2   Underline the letters that spell long <ī> in each of the following words:

child	library	multiplies	bible	microscope
exercise	climb	vibrate	occupy	analyze
variety	silence	seismic	geyser	buyer
multiply	triumph	island	tighten	aisle
lies	identify	assign	blind	style
height	dye	horizon	acquire	violence
title	neither	client	cycle	deny

3   Sort the words into these two groups:

Words in which long <i> is spelled with a . . .

single letter				digraph

4   Now sort the words in which [ĭ] is spelled with a single letter into the following seven groups:

Words in which [ĭ] is in the pattern . . .

VCV	V.V	V#	Ve#

Words in which [ĭ] is in the pattern . . .

VC*le*	VC*r*V	VCC	

Lesson Eight
Test One

Words	Analysis
1.	Free base + suffix = _____
2.	Free base + suffix = _____
3.	Free stem + suffix = _____
4.	Free base + suffix = _____
5.	[ĭ] = _____ in the pattern _____
6.	Free base + suffix = _____
7.	Free stem + suffix = _____
8.	Free stem + suffix = _____
9.	Free stem + suffix = _____
10.	Free stem + suffix = _____

Answers to Test One

Words	Analysis
1. *freed*	Free base + suffix = *free̸+ed*
2. *tying*	Free base + suffix = *ti̸e̸+y+ing*
3. *qualified*	Free stem + suffix = *qualif̸y̸ + i + ed*
4. *dying*	Free base + suffix = *dy̸e̸+ing*
5. *analyzed*	[ī] = ___<y>___ in the pattern ___VCV___
6. *eyes*	Free base + suffix = *eye+s*
7. *agreeing*	Free stem + suffix = *agree+ing*
8. *identified*	Free stem + suffix = *identif̸y̸ + i +ed*
9. *canoeing*	Free stem + suffix = *canoe+ing*
10. *multiplied*	Free stem + suffix = *multipl̸y̸+i+ed*

Lesson Nine
The Suffix *-ive*

1   The suffix *-ive* changes nouns and verbs into adjectives. It adds the meaning "tending to" or "doing" or "being." Each of the following words consists of a verb or noun plus the suffix *-ive*. Analyze each one. Be sure to show any cases where a silent final <e> was deleted:

Adjective	= Noun or verb	+ Suffix
defensive	= *defensé*	+ *ive*
massive	=	+
excessive	=	+
supportive	=	+
reflective	=	+
effective	=	+
directive	=	+
exhaustive	=	+
detective	=	+
narrative	=	+
disruptive	=	+
subjective	=	+
active	=	+
attractive	=	+
retrospective	=	+

2 Here are some the other way around. Combine the elements to make adjectives. Show any changes that occur when the elements combine:

Elements	= Adjective
ex+cess+ive	=
intro+spect+ive	=
ob+struct+ive	=
retro+spect+ive	=
ob+ject+ive	=
ad+gress+ive	=
sub+ject+ive	=
re+strict+ive	=
re+cept+ive	=
per+cept+ive	=
de+fect+ive	=
dis+rupt+ive	=

3   Some adjectives are formed not by adding *-ive* to nouns or verbs, but rather to bound stems. Each of the bound stems is related to a verb that is spelled slightly differently from the bound stem. (Usually verb has a <d> where the bound stem has an <s>.) Combine the following bound stems and suffixes to make adjectives, and then in the right hand column write the related verb:

Bound stem + suffix	= Adjective	Related Verb
extens+ive	= *extensive*	*extend*
attent+ive	=	
inclus+ive	=	
exclus+ive	=	
explos+ive	=	

4   Often an adjective that ends in *-ive* comes to be used also as a noun. For instance, the verb *detect* becomes the adjective *detective*, which is then used as a noun, as in "She is a private detective." In the tables in this lesson there are at least five adjectives that end in *-ive* and can also be used as nouns. See how many you can find:

Lesson Ten
The Prefixes *Inter-* and *Sur-*

1   The prefix *sur-* adds the meanings "over, beyond, extremely" to words. For instance, a surtax (*sur+tax*) is an extra charge added beyond the regular tax. Now compare the meanings of the words in these pairs and decide which of these meanings the prefix *inter-* adds to the words in the right column: "under, beneath, too little" or "between, among, together" or "no, not":

act	interact
connect	interconnect
national	international
state	interstate

Inter- adds the meaning _____ .

2   Both *sur-* and *inter-* are often added to free stems, like *tax* and *connect*. The following words all contain the prefix *sur-* or *inter-* plus a free stem. Analyze each one and be ready to talk about what they mean:

Word	= Prefix	+ Free Stem
surmount	= *sur*	+ *mount*
interview	=	+
surplus	=	+
intermission	=	+
surname	=	+
interchange	=	+
surface	=	+
intertwine	=	+
surpass	=	+
intermediate	=	+

Word	= Prefix	+ Free Stem
surround	=	+
surrender	=	+

3   The prefixes *sur-* and *inter-* are also often added to bound stems.   Each of the following words contains the prefixes *inter-* and *sur-* plus a bound stem. Analyze each one:

Word	= Prefix	+ Bound Stem
intercept	= *inter*	+ *cept*
surprise	=	+
interest	=	+
surveillance	=	+
interrupt	=	+
survey	=	+
interpret	=	+
survive	=	+
intersect	=	+
intervene	=	+
interfere	=	+
interval	=	+

4 In some of these words it is not always too clear what the prefix and bound stem mean, even if you know the meaning of the whole word. But even if you can't always be sure what they mean, it is still useful to be able to recognize the prefix and stem in such words. And usually you can see a connection between the root meanings of the base and suffix and the meaning of the modern word. In the table below you are given the meanings of the bases from the the following words:

intercept	surrender	intersect	surveillance	survey
surprise	interrupt	interval	intervene	survive

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Remember that the root meaning of *sur-* is "over, beyond, extremely"; that of *inter-* is "between, among, together. Be ready to discuss the connection between the meanings of the prefixes and bases and the meanings of the words:

cept = "take"	val = "wall"
prise = "take"	veill = "watch"
render = "give"	vene = "come"
rupt = "burst"	vey = "see"
sect = "cut"	vive = "live"

Lesson Eleven
How Do You Spell [r]?

1   There are four different ways of spelling [r]. Underline the letters that spell [r] in the following words, and you should find all four spellings:

breathing	recognize	reflection	surplus
acquire	remarried	terrify	surrender
rewrote	corrected	interest	winter
wrong	alternate	interfere	referred
resignation	rhyme	area	arrived
written	interpret	pioneer	surround
rhinoceros	freedom	children	interrupt
reliance	wrappings	intermediate	liar

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

Words in which [r] is spelled . . .

<rh>	<wr>	<rr>	

Words in which [r] is spelled . . .

<r>			

<r>			

3   Now sort the twenty-three words in which [r] is spelled <r> into these three groups. Again, some words will go into more than one group:

Words with an <r> that spells an [r] that is . . .

at the beginning of the word	in the middle of the word	at the end of the word

5   Based on the sample of words in this lesson, [r] is most often spelled _____ or _____.

Word Histories. *Colonel* is a very odd word in that in it [r] is spelled <l>! Earlier *colonel* was pronounced more as it is spelled, [kolənel]. There was another closely related word spelled *coronel* and pronounced [kurənel]. For reasons that are not clear, the pronunciation of *coronel* became attached to the spelling of *colonel.* Except for its transferred pronunciation, the word *coronel* has disappeared, as has the original pronunciation of *colonel.*

A pronunciation has transferred from one word to another more than once in English. For instance, we used to have a verb pronounced [āk] and usually spelled *ake;* we also had *ake's'* parnter noun pronounced [āch] and usually spelled *ache.* Over time the pronunciation of the verb became attached to the spelling of the noun, and the other spelling and pronunciation disappeared from our language. So now we have *ache* pronounced [āk] for both noun and verb.

Lesson Twelve
Sometimes [r] is Spelled <rr>

1   Most of the time [r] is spelled <r> – but not always. Here are twenty words in which it is spelled <rr>. Underline the <rr> spellings in each word:

irrigation	interrupt	irritate	underrated
overripe	conferring	preferred	transferring
referred	scarred	arrange	irresponsible
arrest	correctly	irregular	surrendered
arrival	corruption	correspond	surroundings

2   You have seen that we often get double consonants because of simple addition: If a word contains two elements, and the first element ends in a consonant and the second element starts with the same consonant, we get a double consonant. Five of the twenty words have <rr> because of simple addition. Find these five words, write them in the left column below, and then analyze them to show where the <rr> comes from:

Word	Analysis
overripe	*over + ripe*

3 **Twinning Rule.** You twin the final _____ of a free stem that has one vowel

sound and ends ____ when you add a suffix that starts with a _____. You twin the

final consonant of a free stem that has two vowel sounds whenever you add a suffix

that starts with a _____ and the stem ends ____ and has strong stress on its

_____ vowel both before and after you add the suffix.

4   In five of the twenty words above, [r] is spelled <rr> because of twinning. List them
below and analyze each one to show how twinning produces the <rr> spellings:

Word	Analysis
referred	*refer + r + ed*

Lesson Thirteen
The Spelling <rr> and Assimilation

1   Here are the twenty words from the previous lesson that all contain <rr>:

irrigation	interrupt	irritate	underrated
overripe	conferring	preferred	transferring
referred	scarred	arrange	irresponsible
arrest	correctly	irregular	surrendered
arrival	corruption	correspond	surroundings

You have seen that five of these twenty words have <rr> because of simple addition and five of them have <rr> because of twinning. Find these ten in the list above and cross them off.

2   When the prefixes *ad-, com-*, and *in-* are added to stems that start with an <r>, they

assimilate to ____, ____, and ____.

3   Ten of the twenty words above with [r] spelled <rr> start with an assimilated form of *ad-, com-*, or *in-*. Find them, write them in the left column below, and analyze them to show the assimilation that leads to the <rr>:

Word	Analysis: Prefix + Stem
irrigation	*iń + r + rigation*

Word	Analysis: Prefix + Stem

4   The following words each contain two prefixes and a stem. See if you can analyze them to show where the <rr> comes from:

Word	=	Prefix [1]	+	Prefix [2]	+	Stem
incorrect	=	*in*	+	*com+r*	+	*rect*
unirritable	=		+		+	
overirrigated	=		+		+	
uncorrupted	=		+		+	
rearresting	=		+		+	
nonsupportive	=		+		+	
disarranged	=		+		+	
irresponsibly	=		+		+	
unsurprising	=		+		+	
reinterpret	=		+		+	
noninterrupted	=		+		+	
disinterested	=		+		+	

Lesson Fourteen
The Sound [r] and the VCC Pattern

1   In the VCV pattern, the first vowel will usually be _____; but in the VCC pattern,

the vowel will usually be _____.

Vowels before [r] are often pronounced differently from the way they are pronounced before other consonant sounds. This difference is most noticeable in VCV words in which the consonant is [r] spelled <r>. For instance, the <a> in *dare* spells a sound quite different from that spelled by the <a> in words like *date, dame,* and *dale*. In *dare* the <a> spells a sound close to [e].

There is variation, too, in VCC strings in which the CC is <rr>. For instance, in some people's pronunciation the words *merry* and *marry* sound exactly alike, but in other people's pronunciation they sound different from one another.

2   Here are some words with <rr> in VCC patterns. Read them and pronounce them. Listen carefully to see if you can hear which short vowel is right in front of the [r]. Sometimes it can be a bit hard to decide, so don't be too discouraged if you have a little trouble with it. The spelling is a major clue:

narrow	marriage	merry	mirror
sorrow	error	carriage	terrible
sorry	borrow	carry	territory
marry	terrify	raspberry	arrow
terrace	narrative	horrible	cherry
tomorrow	sparrow	barrel	errand

3 Sort the words into these four groups:

Words with <rr> following a . . .

short <a>, [a]		short <e>, [e]	

Words with <rr> following a . . .

short <i>, [i]	short <o>, [o]		

4   About 99 times out of a hundred [r] is spelled either <r> or <rr>. Most of the time [r]

is spelled either _____ or _____.

5   You have worked with four different things that sometimes lead to <rr> in a word.
The first one is simple addition. What are the other three?

Lesson Fifteen
Sometimes [r] is <wr>, Sometimes <rh>

1   There are only two other spellings of [r] — and they occur in only very few words. The first of the two is <wr>. Several hundred years ago both the <r> and the <w> were pronounced, but in time people simplified things and quit pronouncing the <w>. Here are the most common words in which <wr> occurs:

write	wrong	wrote	written
wrap	wreck	wreath	wrath
wrench	wrestle	wrinkle	wrist
wretch	wring	wren	wriggle

You might try pronouncing the <w> and the <r> in some of these words, just to see what a mouthful they can be.

2   In what part of the word do you find the <wr>? _____. Three of the words have to do with putting words down on paper. The three are _____, _____, and _____. You can use a _____ to loosen a nut and bolt. When two cars run into on another, it is called a _____. Your hand is connected to your arm at the _____. At Christmas some people put a _____ on their door. You use an iron to remove _____ from your clothes.   If an answer is not right, it is _____.

3   Rewrite the sixteen <wr> words in alphabetical order:

1	5	9	13
2.	6.	10.	14.
3.	7.	11.	15.
4.	8.	12.	16.

3   Words in which [r] is spelled <wr> all come from the German side of our language's family. In some words that come from Greek [r] is spelled <rh>. The Greek alphabet contained a letter called *rho*, pronounced [rō]. When Greek words were written in our alphabet, the rho was represented by <rh>. The most common words with <rh> are these:

rhyme	rhinestone	rhinoceros
rheostat	rheumatism	rhetoric
rhythm	rhapsody	rhubarb

Arrange these nine words in alphabetical order:

1	4	7
2.	5.	8.
3.	6.	9.

4   In the word *rhinoceros* the first element, *rhino*, in Greek meant "nose," and the second element, *ceros*, meant "horn." So *rhinoceros* meant what?

_____

5   In the word *rhapsody* the first element, *rhaps*, meant "stitch, sew," and the second element, *ody*, meant "song." So *rhapsody* meant what?

_____

6   You have worked with four ways of spelling [r]. They are _____, _____, _____, and _____. Of these four spellings which is the most common? _____. Which is the second most common? _____.   Which are the two least common? _____ and _____.

Lesson Sixteen
Review of [r]

WordSpell. In this WordSpell you have the following fourteen letters with which to spell words:

y	e	m	t	h	i	a	n	c	o	g	k	s	l

All the words you spell must contain the sound [r] spelled either <rr>, <wr,> or <rh>. You are to spell the words into the boxes below. We have filled in all the [r] spellings for you. The last three lessons have enough example words to fill in the boxes, but you may think of some different words, too.

Words with [r] spelled <rh>:

r	h				
r	h				

Words with [r] spelled <rr>:

		r	r				
	r	r		r			
		r	r				
		r	r				
		r	r		r		
	r	r					
			r	r			
		r	r				
				r	r		

Words with [r] spelled <wr>:

w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					
w	r					

Lesson Seventeen
Four Bound Bases

1   Elements are the smallest parts of written words that add meaning to the words. There are three kinds of elements: prefixes, bases, and suffixes.

Prefixes are elements that go at the _____ of words and (can / cannot) stand free as words. In the words *unguided* and *receptive* _____ and _____ are prefixes.

Suffixes are elements that go at the _____ of words and (can / cannot) stand free as words. In the words *unguided* and *receptive*, _____ and _____ are suffixes.

Bases are elements that can have _____ and _____ added at the _____ and _____. In the words *unguided* and *receptive* _____ and _____ are bases.

There are two kinds of bases, free and bound. Free bases (can / cannot) stand free as words, but bound bases (can / cannot).

2 Each of the following words consists of prefixes, suffixes, and bound bases. You have worked with most of the elements in previous lessons. You should find four different bound bases in the eighteen words. Analyze each word into its elements. Be sure to show any assimilations or other changes that take place:

Word	=	Analysis
accepted	=	
effective	=	
concepts	=	
infection	=	
suggestion	=	
prospecting	=	
suggested	=	
affection	=	

Word	=	Analysis
congested	=	
receptive	=	
except	=	
interception	=	
defective	=	
respectable	=	
perfected	=	
introspective	=	
retrospective	=	

3   The four bound bases are _____, _____, _____, and _____.

4   Each of the following words consists of a prefix, a bound base, and a suffix. The bound bases are the same ones you just worked with. Some of the prefixes and suffixes may be new to you. Don't let that bother you. Analyze each word. Watch for changes when suffixes get added:

Word	=	Analysis
affection	=	
interception	=	
respectful	=	
deceptive	=	
perspective	=	
confection	=	
circumspectly	=	
reception	=	
receptacle	=	
susceptible	=	
imperceptible	=	

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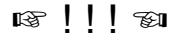
Word Turn.   Try to spell out six words that start and end with the letters of the word *rhythm* spelled once forwards and once again turned around backwards. The words you spell can be of any length, but they must start and end with the letters given in the six rows. We've given you a start:

r	*roam*	m
h	*health*	h
y		t
t		y
h		h
m		r

Lesson Eighteen
The Homophones *Affect* and *Effect,* and *Accept* and *Except*

1   *Affect* and *effect* may well be the two hardest of all homophones to sort out, but there are some things that can help:

Most of the time *effect* is a noun, and *affect* is a verb:

> *Effect* means "a result, a change."
> *Affect* means "to influence, to change."

> The punishment had no **effect** on his behavior.
> noun

> The punishment did not **affect** his behavior.
> verb

The noun *effect* and the verb *affect* are a team: If something affects something else, it has an effect on it.

Affect contains the prefix *ad-*: ad+f+fect, thus the <a>.

Effect contains the prefix *ex-*: ex+f+fect, thus the <e>.

The noun *effect* often occurs in the phrase "the effect." Remember that phrase, and remember that in it there are two <e>'s together: the one at the end of *the* and the one at the beginning of *effect*. The phrase "the effect" can help you remember that the noun *effect* starts with an <e>.

2   *Except* and *accept*, though they differ more in sound, can cause about as much trouble for spellers as do *effect* and *affect*. They, too, contain the prefixes *ex-* and *ad-*: *except = ex+cept* and *accept = ad+c+cept*.

But here knowing the prefixes is of more help than it is with *effect* and *affect*. The base *cept* means "take." The prefix *ex-* means "out," and *ad-* means "to, towards." When you except something, or make an exception of it, you take it out or leave it out. When you *accept* something, you take it to you or toward you.

So remembering the prefixes *ex-* and *ad-* can be very useful for keeping both the meanings and the spellings straight.

3   Analyze the words in bold face into prefixes, bases, and suffixes:

Sentence and Word	Analysis of Word
Heights don't **affect** her at all.	
But he is greatly **affected** by them.	
The **effect** of the medicine was quick.	
The medicine was **effective**.	
Everyone left **except** Bob.	
Bob was the **exception**.	
She decided to **accept** the job.	
She **accepted** it gladly.	

4   Cross out the incorrect words:

     a. The (effect / affect) of his decision was surprising.

     b. She would not (except / accept) his apology.

     c. His sore throat might (effect / affect) his singing.

     d. Will you (except / accept) this gift?

     e. Everyone (except / accept) you has signed already.

     f. We don't know which was cause and which was (effect / affect).

     g. He (excepted / accepted) her from the punishment.

     h. Einstein's (effect / affect) on science was very great.

Lesson Nineteen
Fossil Final <e>'s

1   Most of the time silent final <e>'s mark long vowels, or they mark soft <c>'s and <g>'s, or they mark voiced <th>, or they insulate <s>, <z>, <u>, or <v> at the end of words. But some silent final <e>'s have no function at all in their words. For instance, the <e> at the end of *culture* has no function, so *culture* could just as well end with <ur>, the way, for instance, *murmur* and *occur* do. *Culture* comes from an old French word that was spelled exactly the same way we spell it. After it was taken into English, people kept the French spelling, including the final <e>. Final <e>'s like the one in *culture*, which no longer have any function, are called **fossils**.

2   Some of the following words end with fossil final <e>'s; some with final <e>'s that have regular functions. Sort them into the two groups below. Remember that if a silent final <e> does not have a function, it is a fossil:

fertile	medicine	fortune	intertwine	some
chocolate	are	pirate	xylophone	cyclone
immune	appetite	rewrite	square	dome
annihilate	create	gasoline	definite	awhile
opposite	welcome	examine	done	gone

Words in which silent final <e> . . .

is a fossil		has a function	

3   Now sort the words with fossil final <e>'s into the following eight groups:

Words that end with the letters . . .

<are>	<ate>	<ile>	<ine>

Words that end with the letters . . .

<ite>	<ome>	<one>	<une>

4   The ending <ate> is interesting because there are several pairs of words that end in <ate>, are spelled the same, and have closely related meanings. They differ slightly in pronunciation: One word in the pair will end with the sound [āt] with a stressed long <a> and a functional final <e>. The other word in the pair will end with a sound more like [it], with an unstressed short <i> and a fossil final <e>. The word that ends [āt] will be a verb; the word that ends [it] will be either a noun or an adjective. For instance, when you graduate (with [āt]), you become a graduate (with [it]).

Read the following sentences. Listen to the sound of the word in bold face type and decide whether it is a verb or a noun or an adjective. Write either '[āt]' or '[it]' in the Sound column. Write 'Verb', 'Noun', or 'Adjective' in the Part of Speech column. If the word ends with a fossil final <e>, put a check in the Fossil <e> column, as we have done with the first two:

Sentence	Sound	Part of Speech	Fossil <e>
1. She will **graduate** in June.	*[āt]*	*Verb*	
2. Then she will be a **graduate**.	*[it]*	*Noun*	✓
3. I can't **estimate** how much it will cost.			
4. The **estimate** will probably be too high.			
5. The defendant could not **elaborate** on his alibi.			
6. It was not a very **elaborate** story.			

Sentence	Sound	Part of Speech	Fossil <e>
7. They had to sit in **separate** corners of the room.			
8. Their teacher had to **separate** them.			
9. He has very **moderate** views on politics.			
10. He already did **moderate** his views.			
11. They only visit us on **alternate** weekends.			
12. The lessons **alternate** between being too easy and too hard.			

5   **Deleting Fossil Final <e>'s.** The good thing about fossil final <e>'s is that you delete them just like most other final <e>'s: You delete fossil final <e> whenever you add a suffix that starts with a vowel.

Lesson Twenty
Summary of Final <e> Deletion

1   Earlier you worked with the deleting final <e>'s in stems that end <ee>, <ie>, or <oe>:

    a. We do not delete final <e> in stems that end <oe> when we add suffixes that start with an <i>: *toe + ing = toeing*, not *toing.

    b. We do not delete final <e> in stems that end <ee> when we add suffixes that don>t start with an <e>: *see + ing = seeing*, not *seing.

    c. We delete the final <e> and also change the <i> to <y> in stems that end <ie> when we add suffixes that start with <i>: *lie + ing =lie + y + ing = lying*.

2   Here is the Final <e> Deletion Rule as we have finally worked it out:

You delete a final <e> that marks a soft ____ or soft ____ only when you add a suffix

that begins with the letters ____, ____, or ____; and except for a few words with stems

that end <ee>, <ie>, or <oe>, you delete all other silent final <e>s whenever you add a

suffix that starts with any _____.

3   Here are some stems and suffixes that give you a chance to practice the Final <e> Deletion Rule. Add the suffixes to the stems, and be sure that you show any final <e> deletions that take place. In the Word column write the word you form. In the Final <e> column write the number from the list below that best describes what the final <e> is doing in the stem:

    1. Marking or helping spell a long vowel
    2. Marking a soft <c> or <g>
    3. Marking a voiced <th>
    4. Insulating an <s>, <z>, <u>, or <v>
    5. Filling out a VC*le* pattern
    6. A fossil

Stem + Suffix	= Word	Final <e>
rhyme + ed	= *rhymed*	1
cycle + ing	=	

Stem + Suffix	= Word	Final <e>
referee + ing	=	
survive + al	=	
angle + s	=	
cyclone + s	=	
disagree + ed	=	
terrace + ing	=	
marriage + able	=	
fortune + ate	=	
breathe + ing	=	
wrinkle + ed	=	
exposure + s	=	
vague + ly	=	
rescue + er	=	
chocolate + y	=	
are + n't	=	
love + able	=	
concrete + ly	=	
medicine + s	=	
canoe + ist	=	
big-league + er	=	
immune + ity	=	
horseshoe + er	=	
issue + ed	=	
wrestle + ing	=	
analyze + ed	=	
influence + ing	=	

Stem + Suffix	= Word	Final <e>
collapse + ed	=	
irrigate + ion	=	
write + s	=	
carriage + s	=	
catalogue + er	=	
pirate + s	=	

Lesson Twenty-one
Test Two

Words	Analysis
1.	Prefix + free base + suffix = _____
2.	[r] = ____ due to _____
3.	Prefix + bound base + suffix = _____
4.	Prefix + bound base + suffix = _____
5.	[r] = ___ due to _____
6.	Function of final <e>: _____
7.	[r] = ___ due to _____
8.	[r] = _____
9.	Prefix + bound base + suffix = _____
10.	[r] = _____

Answers to Test Two

Words	Analysis
1. *remarried*	Prefix + free base + suffix = *re+flect+ive*
2. *surround*	[r] = _<rr>_ due to _simple addition_
3. *exception*	Prefix + bound base + suffix = *ex+cept+ion*
4. *interrupted*	Prefix + bound base + suffix = *inter+rupt+ed*
5. *irrigating*	[r] = _<rr>_ due to _assimilation_
6. *chocolate*	Function of final <e>: _Fossil_
7. *referred*	[r] = _<rr>_ due to _twinning_
8. *wrestle*	[r] = _<wr>_
9. *affected*	Prefix + bound base + suffix = *ad̸ + f +fect + ed*
10. *rhyming*	[r] = _<rh>_

Lesson Twenty-two
How Do You Spell [l]?

1   You can hear the sound [l] at the beginning and end of the word *lull*. Underline the letters that spell [l] in each of the following words:

ability	symbol	fertilizer	lieutenant
wrinkle	bungle	regular	national
freely	cathedral	guilty	leisure
annihilate	delegate	horrible	angrily
awhile	elaborate	jungle	league

2   Now sort the twenty words into these three groups:

Words with [l]. . .

in the front	in the middle	at the end

3   How is [l] spelled in all of these words? ____.   More than nine times out of ten [l] is spelled this way!

☞ ! ! ! ☜

6:22:1
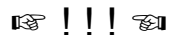
Word Squares. This squares contains the following twelve words, each of which contains the sound [l] spelled <l>. We've shown you where the <l>'s go in the words:

6 Letters:	7 Letters:	8 Letters:	10 Letters:
awhile	ability	horrible	annihilate
bungle	angrily	national	lieutenant
jungle	wrinkle		
league			
symbol			

Lesson Twenty-three
Sometimes [l] is <l>, Sometimes <ll>

1   Underline the letters that spell [l] in the following words:

finally	collie	taillight	dollar
cathedral	collapse	allegiance	ability
respectfully	allies	annually	shallowness
jewellike	followers	college	illogically
ballads	illustration	lieutenant	colleague

2   Sort these twenty words into these two groups:

Words in which [l] is spelled . . .

<l>	<ll>		

3   Seven of the seventeen words with [l] spelled <ll> have the <ll> in them because of assimilation in the prefix: In three of them the <m> in *com-* has changed to an <l>. In two the <d> in *ad-* has changed to an <l>. In two the <n> in *in-* has changed to an <l>. Find these seven words and sort them into these three groups:

Words with . . .

ad- assimilated to *al-*	*com-* assimilated to *col-*	*in-* assimilated to *il-*

4   Sometimes when you add a suffix that starts with <l> to a stem that ends in <l>, you get <ll> because of simple addition: *heel + less = heelless*. Five of the sixteen words that contain <ll> have two <l>s because in them a suffix that starts with an <l> has been added to a stem that ends with <l>. Find the five and sort them into these two groups:

Words with the suffix . . .

-like	*-ly*

5   Among the words with [l] spelled <ll> there is one compound word in which the <ll>

is due to simple addition. That word is _____

6   There are also five words with [l] spelled <ll> because of the VCC pattern at work. The four are

Lesson Twenty-four
The Sounds of <a> Before <ll>

1   Usually the <ll> spelling follows the VCC pattern.   For instance, in *ballads, fellows, thrilling, dollar*, and *bullet*, there is a short vowel in front of the <ll>, and it is always the vowel sound that it looks as if it should be: In *ballads* there is a short <a>; in *fellows* there is a short <e>; in *thrilling* and *dollar*, a short <i> and short <o>; in *bullet* a short <oo>, [ủ].

But read the following words aloud. Pay special attention to the vowel sound in front of the <ll> in each one. If you are not sure how to pronounce any of them, look them up in the dictionary or ask your teacher for some help. Sometimes right in front of the <ll> you should hear the short <a> sound, [a], that the spelling suggests, but sometimes you should hear the short <o> sound, [o]. Remember: Short <a> is the vowel you hear in *hat*. Short <o> is the vowel you hear in *hot*. Mark the vowel sound in front of the <ll>, as we have done with *stalled*.

stalled *[o]*	tallest	eyeballs	befallen
stallions	tallied	balladist	fallacies
allies	allergies	recalling	hallowed
halls	overalls	callousness	valley
appalled	alligators	malling	shallowness
challenge	balloting	galleries	smallest

2   Each of the twenty-four words contains a free stem plus a suffix. Analyze each one:

Word	= Free Stem	+	Suffix	Word	= Free Stem	+	Suffix
stalled	= *stall*		+ *ed*				

Word	= Free Stem	+	Suffix	Word	= Free Stem	+	Suffix

3   Now look at the twenty-four free stems you just found in your analysis. Sort them into this matrix:

	Free stems with the <all> . . .	
	at the end	**not at the end**
Free stems with [a] before <ll>		
Free stems with [o] before <ll>		

4 When the letters <ll> come at the end of a free stem, an <a> before them will spell

_____. When the <ll> comes in the middle of a free stem, an <a> before them will spell

____.

Lesson Twenty-five
The Sounds of <o> Before <ll>

1   In the previous lesson you saw that when <ll> is at the end of a free stem, an <a> right in front of it will spell a short <o> sound, as in *ball*, [bol]. But when the <ll> is in the middle of the stem, an <a> right in front of it will spell a short <a> sound, as in *ballot*, [bálət]. That's a neat little pattern, but there are a couple of misfits worth noticing:

According to the description, what vowel sound should the word *shall* have? _____

What vowel sound does *shall* have? _____

The word *wall* fits the pattern because it has the short <o> sound, but longer words with

<wa> in front of <ll> in them don't fit: According to the description, what sound should

the letter <a> spell in *swallow, wallow, wallet, wallop?* _____. What vowel sound do you

hear in front of the <ll> in these words? _____

2   There is a similar pattern for the spelling <oll>. Sometimes you hear a short <o>, but sometimes you hear a long <o>. Read the following words aloud, carefully. Mark the vowel sound in front of the <ll> as we have with *troller*. Again, if you are not sure how to pronounce any of them, look them up in the dictionary or ask for help:

troller [ō]	tolls	bollixed	colleges
trolleys	enrolled	knolly	scrolled
polling	rollicking	collies	stroller
polliwogs	follies	dollars	colleagues'
following	jolliest	hollowed	collaring

6:25:1

2 Each of the twenty words above contains a free stem plus a suffix. Analyze each one:

Word	=	Free Stem	+	Suffix	Word	=	Free Stem	+	Suffix
	=		+			=		+	
	=		+			=		+	
	=		+			=		+	
	=		+			=		+	
	=		+			=		+	
	=		+			=		+	
	=		+			=		+	
	=		+			=		+	
	=		+			=		+	
	=		+			=		+	

3   When the <ll> is at the end of a free stem, does the <o> right in front of it spell along sound or a short sound? _____.   When the <ll> is in the middle of a free stem, does the <o> right in front of it spell along sound or a short sound? _____.

4 Be ready to talk about this: There is one common holdout to this pattern: *doll*. Why do we call it a holdout?

Word Histories. *Polliwog* "tadpole" was probably formed from two Old English elements: *pol* "head" and *wiglen* "wiggle." Over the centuries it has had many, sometimes odd spellings: *polwygle, porwig(g)le, porriwiggle, purwiggy, pollywiggle, pollywoggle, polwigge, polewigge, po(o)lwig, polliwig, polly-wig, polliwog.*

Rollicking "carefree, joyous" was probably formed by combining either *roll* or *romp* with *frolic*.

Lesson Twenty-six
Two Last Points About Spelling [l]

1   There are two very similar short vowel sounds: the short <u>, [u], as in *buck*, and the short oo, [ů] as in *book*. Both of these sounds are usually spelled <u>. Say the following words carefully and mark the vowel sound spelled <u> as we have with *bull*:

<div style="margin-left:4em">

bullfighter   fullest   bullet
 [ů]
dullness   lullaby   sullen

seagull   skullcap   bully

pulley   nullify   gullible

</div>

2   Sort the twelve words into these two groups:

Words in which <u> spells the sound . . .

[u]		[ů]

Since the sounds [u] and [ů] are so similar and are both short, they pose no spelling problem. It is just another little wrinkle in the way things are.

3   So far you have worked with two different ways of spelling [l]. They are _____ and _____. These two spellings are the ones you use almost 100% of the time!

4   There is only one other spelling of [l] that you need worry about — and it occurs in only three words: *island* , *isle* , and *aisle*.

> **Word Histories***.* The <s> got into *island* by mistake: In Old English there was a word *iegland* , which meant "water land," or "island." Later the English adopted the French word *isle* , which also meant "island."   People then made the mistake of thinking that *iegland* , which was then usually spelled *iland*, must be a compound of *isle* and *land* .   They put the <s> in and changed the word to *island*.
>
> English also kept the French word *isle*. The <s> in *isle* echoes the <s> in the original Latin word, *insula* , which meant "island."
>
> That French *isle* also caused the <s> in *aisle*. About six hundred years ago in English the word *aile* meant "wing of a church building." But people began to mix *aile* up with *isle*, perhaps thinking that since an aile (or wing) and an isle (or island) were both off by themselves, the two words must be related. So in went that <s> again, and *aile* became our word *aisle*.

5   Fill in the blanks: Except for the three words _____, _____, and

_____, [l] is spelled either _____ or _____.

☞ ! ! ! ☜

Word Scrambles. Follow the directions very carefully, and write the words you form in the right column. The shaded boxes will contain three words you've studied in this lesson.

1. Write the word *sail*.	
2. Change the <a> to <e> and scramble the letters	
3. Add <m> and scramble the letters	
4. Change <m> to <a> and scramble the letters	
5. Add <d> and scramble the letters	
6. Change <e> to <n> and scramble the letters	

Lesson Twenty-seven
Test Three

Words	Analysis
1.	[l] = ____ due to _____
2.	[l] = ____ due to _____
3.	[l] = ____ due to _____
4.	[r] = ____ ; [l] = _____
5.	[l] = ____ due to _____
6.	[l] = ____ due to _____
7.	[l] = ___ due to _____
8.	[l] = ___ due to _____
9.	[l] = ____
10.	[l] = _____

Answers to Test Three

Words	Analysis
1. *respectfully*	[l] = __*<ll>*__ due to __*simple addition*__
2. *dollars*	[l] = __*<ll>*__ due to __*VCC pattern*__
3. *allies*	[l] = __*<ll>*__ due to __*assimilation*__
4. *wrinkle*	[r] = __*<wr>*__ ; [l] = __*<l>*__
5. *ballads*	[l] = __*<ll>*__ due to __*VCC pattern*__
6. *finally*	[l] = __*<ll>*__ due to __*simple addition*__
7. *shallow*	[l] = __*<ll>*__ due to __*VCC pattern*__
8. *colleague*	[l] = __*<ll>*__ due to __*assimilation*__
9. *island*	[l] = __*<sl>*__
10. *lieutenant*	[l] = __*<l>*__

Lesson Twenty-eight
How Do You Spell Long <e>, [ē]?

1 The most important spelling of [ē] is <e>, almost always in the long patterns VCV and V.V. Underline the <e>'s that spell [ē] in each of the following words:

area	medium	ingredient	vehicle	interfere
allegiance	genius	hyena	realize	supreme
obedience	evil	intervene	region	serene
complete	idea	rearranged	evening	courteous
create	legal	rheostat	precede	reality
concrete	senior	theater	encyclopedia	intermediate

2   Sort the thirty words into the following two groups:

Words with [ē] spelled <e> in the pattern . . .

V.V		VCV		

3   The <e> spelling of [ē] occasionally occurs in two patterns other than the very common VCV and V.V. Mark the <e> spellings of [ē] in the words below as we have done with *maybe, vehicle, secret,* and *theater*: Watch for the patterns in *maybe* and *secret*:

maybe	secret	anemone	legal
v#	*vcrv*		
vehicle	theater	acne	recipe
vcv	*v.v*		
courteous	catastrophe	simile	egret
cathedral	she	allegiance	inebriated

4   You should have found three words with [ē] spelled <e> in one pattern other than VCV or V.V, and you should have found eight words with [ē] spelled <e> in another pattern other than VCV or V.V. In the table below label the two columns with the proper patterns and sort the eleven words into the two groups:

Words with [ē] spelled <e> in the pattern . . .

The three words with [ē] spelled <e> in the VCV pattern:

The two words with [ē] spelled <e> in the V.V pattern:

Lesson Twenty-nine
Sometimes Long <e> is Spelled <i> or <y>

1   Two other very important spellings of [ē] are <i> and <y>. The <i> spelling of [ē] usually occurs in the V.V pattern and sometimes in the VCV pattern. It only occurs in the V# pattern in foreign words recently brought into our language, such as *broccoli, spaghetti, macaroni*. The V# pattern is the one in which the <y> spelling of [ē] always occurs. Both the <i> and the <y> spellings often occur in weakly stressed syllables. Underline the <i>s and <y>s that are spelling [ē] in the following words:

ability	gasoline	champion	angry	community
curiosity	enthusiasm	machine	dignity	glorious
magazine	fiery	guardian	medium	police
gloomy	obedience	obvious	period	library
variety	reality	piano	routine	various
jolliest	chocolaty	ingredient	polliwog	encyclopedia

2 Sort the words into the following two groups. One word goes into both groups:

Words with [ē] spelled . . .

<y>		<i>	

3 Now sort the words with [ē] spelled <i> into the following two groups:

Words with [ē] spelled <i> in the pattern . . .

V.V		VCV

4 In what pattern does the <y> spelling of [ē] always occur? _____

5 Five words in the list in Item 1 that contain [ē] spelled <e> are . . .

☞ ! ! ! ☜

Word Alchemy. Hundreds of years ago alchemy was the ancestor of modern chemistry. The alchemists worked hard trying to change lead into gold. In the puzzle below you can change the word *lead* into the word *gold*. Here are the rules:

1. Any shaded square must contain the same letter as the square directly above it.
2. Any unshaded square must contain a different letter from the square directly above it.
3. Every row must contain an English word.

L	E	A	D	1
				2
				3
G	O	L	D	4

Hints: Since you know that the two shaded squares in row 2 must contain the same letters as the two squares directly above them, you know that they must contain <e> and <a>. And since you know that the two shaded squares in row 4 contain the same letters as the two squares directly above them, you know that the word in row 3 must end with the letters <ld>. You should write the <ea> and <ld> into rows 2 and 3. You won't know what the shaded square in row 3 contains until you know the word that goes in row 2, so you can't write in the first letter in row 3 yet. That gives you the following:

L	E	A	D	1
	E	*A*		2
		L	*D*	3
G	O	L	D	4

Your job now is to find two words that fit into rows 2 and 3. Each must contain four letters. Because of rule number one above, you know that the first word must have <ea> in the middle; the second must end in <ld>, and they must both start with the same letter. Because of rule number two, you also know that the word in row 2 cannot start with <l> or end with <d> above, and the word in row 3 cannot have <go> as its first two letters. The two words *beat* and *bald* would work. So would *meat* and *mild*. There are other workable pairs.

L	E	A	D	1
B	*E*	*A*	*T*	2
B	*A*	*L*	*D*	3
G	O	L	D	4

Here are some more Word Alchemies for you to solve:

H	A	T	E
L	O	V	E

E	V	I	L
G	O	O	D

H	A	R	M	1
				2
				3
H	E	L	P	4

Lesson Thirty
Some Digraph Spellings of Long <e>

1 A digraph is a combination of two letters used to spell a single sound. Long <e> is spelled by a number of different digraphs. Read the following words aloud. If you are not sure how to pronounce some of them, look them up in your dictionary or ask for help. Underline the digraphs that are spelling [ē] in the following words:

agreement	referee	pioneers	colleague	subpoena
seagulls	donkey	larvae	amoebae	proceed
algae	foreseeable	league	thirteen	pulley
peaceable	greasy	leading	trolley	disease
committee	guarantee	employee	people	breathed

2 Now sort the words into the following groups.

Words with [ē] spelled with the digraph . . .

<ee>		<ea>		<ey>

Words with [ē] spelled with the digraph . . .

<ae>		<oe>	<eo>

3   Notice that the digraph <ey> only spells [ē] when it comes at the end of the word. In this way it is very much like the <y> spelling of [ē], which also only occurs at the end of the word.

> **Word Histories.** The digraph <oe> comes from Greek. Several words with <oe> have more English-looking spellings with just plain <e>: *ameba*, for instance, and *subpena*.
>
> The digraph <ae> comes from Latin. In Latin <ae> is a common ending for plural nouns. Several of these nouns have more regular English plurals with *-s: amoebas* (or *amebas*), for instance.
>
> The digraph <eo> in *people* comes from an old French word that was sometimes spelled *people*, sometimes *peple*, sometimes *poeple*. The French word came from the Latin word *populus*, which meant "people" and also gave us words like *popular* and *population*. Remembering the <o> in *popular* and *population* can help you remember the <o> in *people*.

Lesson Thirty-one
Long <e> and the <I> Before <E> Rule

It's <i> before <e>, except after <c>
Or when spelling [ā], as in *neighbor* or *weigh*.

1   That little jingle is the best known bit of spelling wisdom around. And it can be very useful, because often <i> and <e> do come together in a word, and it can be hard to remember which comes first. The first line of the jingle is especially useful when you are spelling long <e>.

Notice that the first line describes two different cases so far as <i> and <e> are concerned:

i. According to the first half of the first line, which is usually the case, <ie> or <ei>?

_____

ii. According to the second half of the first line, which is usual, <cie> or <cei>? _____

2   It's easier to get things straight if you arrange the two cases in reverse order:

Case 1. If you're spelling long <e> right after the letter <c>, is it <ei> or <ie>? ____

Case 2. Otherwise it's ____.

3   Any words that fit either of those two cases are instances of the rule. Any words that do not fit into one of the three cases are holdouts. Among the following thirty words you should find twenty-three instances and seven holdouts. Underline the <ie> and <ei> spellings of [ē]:

grief	yielding	either	priest	deceiving
relief	ceiling	conceive	prairie	movies
receive	weird	believe	receipt	collie
seize	shriek	field	deceit	receiver
hygiene	thief	protein	financier	weir
niece	calorie	leisure	perceives	conceit

4   Sort the words into the following groups. Be ready to discuss your reasons for putting each word into the group into which you put it.

Instances of the Rule			
Words with [ē] spelled <ei> after <c>	Words with [ē] spelled <ie> elsewhere		Holdouts to the Rule

5 The <ie> spelling of [ē] is quite common where certain stems and suffixes come together: If a stem that ends in a consonant plus <y> has a suffix added to it that starts with <e>, when the <y> changes to <i>, the resulting <ie> often spells [ē]: *gallery + es = gallery+i+es = galleries*, with [ē] spelled <ie>.   Combine the following stems and suffixes and in the words that you form, underline the letters that spell [ē]:

Stem + Suffix	=	Analysis	=	Word
gallery + es	=	*gallery+i+es*	=	*galleries*
hurry + ed	=		=	
marry + ed	=		=	
study + ed	=		=	
vary + es	=		=	
allergy + es	=		=	
fallacy + es	=		=	

6   In *either* and *neither* the <ei> is sometimes pronounced [ē] and sometimes [ī]. Either pronunciation is correct. In the next lesson you'll see that the pronunciation with [ī] fits the rule, though the pronunciation with [ē] does not.

Lesson Thirty-two
The <I> Before <E> Rule and Spelling [ā] and [ī]

It's <i> before <e>, except after <c>
Or when spelling [ā], as in *neighbor* or *weigh*.

1   You've seen that when you are spelling long <e>, the first line of the jingle is a good guide. The second line of the jingle is a good guide when you are spelling long <a>. Long <a> is never spelled <ie>. So far as the choice between <ie> and <ei> is concerned, when spelling [ā] always choose <ei>. Underline the letters that are spelling long <a> in the following words. Do not underline <gh> as part of the spelling of long <a>:

neighbor	eight	veil	reindeer
vein	heir	freight	surveillance
reign	weigh	their	sleigh

2   Sort the words into these two groups:

Words in which the <ei> . . .

comes before <gh>		does not come before <gh>	

3   We can make the I-Before-E Rule even more useful if we add something about spelling long <i> to it. Underline the letters that spell long <i> in the following words. Again, don't underline any silent <gh> after long <i>::

eiderdown	height	feisty	poltergeist
kaleidoscope	untie	seismic	either
magpie	neither	sleight	underlie

4   Sort the words into these two groups:

Words in which the [ī] is . . .

at the beginning of the word	in the middle of the word		at the end of the word

5   Among these words, is [ī] at the end of the word spelled <ei> or <ie>? _____

At the beginning or in the middle of words [ī] is spelled _____ .

6   In the previous lesson you saw that the <ie> spelling of long <e> often occurs when a stem that ends in <y> has a suffix added to it that starts with <e>: *gallery+es = galleřy+i+es = galleries*. The <ie> spelling of long <i> sometimes occurs in the same way: *sky+es = skỷ+i+es = skies*, with [ī] spelled <ie>. Combine the following stems and suffixes and underline the letters that spell [ī]:

Free Stem+Suffix	=	Analysis	=	Word
sky+es	=	*skỷ+i+es*	=	*sk<u>ie</u>s*
ally+es	=		=	
dignify+ed	=		=	
satisfy + ed	=		=	
modify + es	=		=	
terrify + ed	=		=	
multiply + ed	=		=	
testify + es	=		=	
qualify+ed	=		=	
dry+es	=		=	

7   Notice that this <ie> spelling of long <i> also comes at the end of the free stem, just as it does in words like *untie* and *magpie*. So now our I-Before-E Rule can tell us the

following things:

      a. When we're spelling long \<e>, it's \<i> before \<e> except after \<c>.
      b. When we're spelling long \<a> it's \<e> before \<i>.
      c. When we're spelling long \<i>, it's \<i> before \<e> at the end of free stems, but it's \<e> before \<i> everyplace else.

Lesson Thirty-three
Review of the <I>-Before-<E> Rule

1 All of the following words contain <ie> or <ei> spelling either [ā], [ē], or [ī]. Read them carefully and then sort them into the matrix below:

allergies	feisty	neither	skies
allies	field	niece	sleigh
believe	financier	perceives	sleight
calorie	freight	poltergeist	studied
ceiling	galleries	prairie	surveillance
collie	grief	priest	their
conceit	height	protein	thief
conceive	heir	qualified	underlie
deceit	hurried	receipt	untie
deceiving	hygiene	receiver	varies
dignified	kaleidoscope	reign	veil
dried	leisure	reindeer	vein
eiderdown	magpie	relief	weigh
eight	married	seismic	weight
either	movies	seize	weird
fallacies	neighbor	shriek	yielding

	Words with the spelling . . .	
	<ei>	**<ie>**
Words with [ā]		

	Words with the spelling . . .	
	<ei>	**<ie>**
Words with [ē]		
Words with [ī]		

Lesson Thirty-four
Instances and Holdouts to the <i>-Before-<e> Rule

1   Our <i>-Before-<e> Rule describes the following five cases:

    1. When we're spelling long <e>, anywhere except after <c>, it's <i> before <e>
    2. When we're spelling long <e> after <c>, it's <e> before <i>.
    3. When we're spelling long <a> it's <e> before <i>.
    4. When we're spelling long <i> at the end of free stems, it's <i> before <e>.
    5. When we're spelling long <i> anywhere else, it's <e> before <i>.

Any words that fit any of those cases are instances of the rule. Any words that do not fit into any of the cases are holdouts.

2   Below are the same sixty-four words you worked with in the previous lesson.   All of the words contain <ie> or <ei> spelling either [ā], [ē], or [ī]. Read them carefully and then sort the instances into the matrix below. As you write each instance into the matix, check it off the list. There are fifty-seven instances:

allergies	feisty	neither	skies
allies	field	niece	sleigh
believe	financier	perceives	sleight
calorie	freight	poltergeist	studied
ceiling	galleries	prairie	surveillance
collie	grief	priest	their
conceit	height	protein	thief
conceive	heir	qualified	underlie
deceit	hurried	receipt	untie
deceiving	hygiene	receiver	varies
dignified	kaleidoscope	reign	veil
dried	leisure	reindeer	vein
eiderdown	magpie	relief	weigh
eight	married	seismic	weight
either	movies	seize	weird
fallacies	neighbor	shriek	yielding

	Instances of the Rule
Case 1: [ē] = <ie> not after <c>	
Case 2: [ē] = <ei> after <c>	
Case 3: [ā] = <ei>	
Case 4: [ī] at the end of free stems = <ie>	
Case 5: [ī] at the beginning or in the middle of stems = <ei>	

3 In addition to the fifty-seven instances, among the sixty-four words there are just a few holdouts. Two of these holdouts can each be pronounced two different ways.

When pronounced one way, they are holdouts. When pronounced the other way, they are instances. These two only apparent holdouts are

Four of the other, true holdouts have [ē] spelled by an <ei> that does not come after <c>. These four holdouts are:

The last of the five true holdouts has [ē] spelled <ie> after <c>. It is

Lesson Thirty-five
Test Four

Words	Analysis
1.	[ī] = _____ Free stem + suffix = _____
2.	[ē] = _____ Instance or holdout to <i> before <e> rule? _____
3.	[ē]= _____ Instance or holdout to <i> before <e> rule? _____
4.	[ē]= _____ Instance or holdout to <i> before <e> rule? _____
5.	[ē] = _____ Instance or holdout to <i> before <e> rule? _____
6.	[ē]= _____ Instance or holdout to <i> before <e> rule? _____
7.	[ā]= _____ Instance or holdout to <i> before <e> rule? _____
8.	[ē]= _____ Instance or holdout to <i> before <e> rule? _____
9.	[ī] = _____ Instance or holdout to <i> before <e> rule? _____
10.	[ē]= _____ Instance or holdout to <i> before <e> rule? _____

Answers to Test Four

Words	Analysis
1. *dried*	[ī]= *<ie>* Free stem + suffix = *dry̸ + i + ed*
2. *ceiling*	[ē]= *<ei>* Instance or holdout to <i> before <e> rule? *Instance*
3. *believe*	[ē]= *<ie>* Instance or holdout to <i> before <e> rule? *Instance*
4. *seize*	[ē]= *<ei>* Instance or holdout to <i> before <e> rule? *Holdout*
5. protein	[ē]= *<ei>* Instance or holdout to <i> before <e> rule? *Holdout*
6. *allergies*	[ē]= *<ie>* Instance or holdout to <i> before <e> rule? *Instance*
7. *reindeer*	[ā]= *<ei>* Instance or holdout to <i> before <e> rule? *Instance*
8. *calories*	[ē]= *<ie>* Instance or holdout to <i> before <e> rule? *Instance*
9. *height*	[ī]= *<ei>* Instance or holdout to <i> before <e> rule? *Instance*
10. *receipt*	[ē]= *<ei>* Instance or holdout to <i> before <e> rule? *Instance*

Lesson Thirty-six
The Prefix *Dis-* and Assimilation

1   The prefix *dis-* has many meanings, some of which are hard to see in some of the words in which it occurs. But usually *dis-* has a negative meaning — such as "not" or "reversal" — as in *like* vs. *dislike*, or *appear* vs. *disappear*. Usually *dis-* combines with its stem through simple addition. Sometimes if the stem starts with <f>, *dis-* assimilates to *dif-*: *dis+fer = di$\cancel{s}$+ f+fer = differ*.   But in some stems that start with <f> the <s> in *dis-* does not assimilate: *dis+favor = disfavor*.   And in some words the *dis-* assimilates partially, to *di-*: *dis+gest = di$\cancel{s}$+gest = digest*.

Analyze each of the following words into prefix and stem. All of the words have some form of *dis-* at the front.   In some words the prefix and stem combine by simple addition. In some the *dis-* has assimilated fully to *dif-*, and in some it has assimilated partially to *di-*. Be sure to show any assimilations that take place:

Word	=	Prefix	+	Stem
digestion	=		+	
director	=		+	
disrupting	=		+	
dimension	=		+	
disclosing	=		+	
dismounted	=		+	
diseases	=		+	
division	=		+	
directions	=		+	
dividing	=		+	

2   Each of the following four *dis-* words has the same base as the three words in the right-hand column. Analyze each *dis-* word into its prefix and stem, showing any assimilation:

Word	=	Prefix	+	Stem	Related Words
districts	=		+		restrict, constrictor, strictly
distant	=		+		constant, instant, substantial
distracted	=		+		attraction, subtract, tractor
distresses	=		+		unstressful, overstressed, stressing

What are the four bases with which you just worked?

3   Combine the following elements to make new words. In the "Any assimilation?" column indicate whether or not any prefixes assimilated when the elements combined to form the word:

Elements	=	Word	Any assimilation?
com+tract+or+s	=	*contractors*	*Yes*
un+ad+tract+ive+ly	=		
un+dis+rect+ed	=		
dis+in+fect+ant	=		
dis+re+spect+ful+ly	=		
in+dis+gest+ible	=		
abs+tract+ly	=		
un+re+strict+ed	=		
in+sub+stant+ial	=		
dis+vise+ible	=		
dis+close+ing	=		

Lesson Thirty-seven
The Prefix *Syn-* and Assimilation

1   All of the following words begin with some form of the prefix *syn-*. In the analysis we give you the stem of each word. Your job is to identify the form of the prefix for each. Show any assimilation that takes place:

Word	=	Prefix	+	Stem
sympathy	=	*syn+m*	+	pathy
sympathetic	=		+	pathetic
symbol	=		+	bol
syllable	=		+	lable
symptom	=		+	ptom
system	=		+	stem
symmetry	=		+	metry
symphony	=		+	phony
synagogue	=		+	agogue
synchronize	=		+	chronize
syndication	=		+	dication
synonym	=		+	onym
synopsis	=		+	opsis
synthesis	=		+	thesis
synthetic	=		+	thetic
syzygy	=		+	zygy

2   You should be able to look at your analyses above and describe the pattern of assimilation for the prefix *syn-*:

6:37:1

The prefix *syn-* assimilates partially by changing to *sym-* before stems that start with the letters ____, ____, and ____. It assimilates partially by changing to *sy-* before stems that start with the letters ____ and ____. It assimilates fully before stems that start with the letter ____. Everywhere else it remains *syn-*.

3   The prefix *syn-* usually means something like "with, together, at the same time." Below are the meanings of the some of the stems in the *syn-* words with which you've worked. Be ready to discuss the connection between the meanings of the prefixes and stems of the words and the meanings of the words.

Word	Stem and Its Meaning
syllable	lable "take"
sympathy	pathy "suffer"
system	stem "cause to stand"
symmetry	metry "measure"
symphony	phony "voice, sound"
synagogue	agogue "bring, lead"
symptom	ptom "fall"
synchronize	chronize "time"
synopsis	opsis "appearance"
synonym	onym "name"
synthesis	thesis "put, place"
syzygy	zygy "yoke, connect"

Lesson Thirty-eight
More Practice with Prefixes, Suffixes, and Bound Bases

1   Show any assimilations and other changes as you analyze each of the following words. All of the words in each group contain the same bound base:

Word	=	Prefix	+	Bound Base	+	Suffix
referent	=		+		+	
conferred	=		+		+	
transferring	=		+		+	
preference	=		+		+	
affection	=		+		+	
confection	=		+		+	
defective	=		+		+	
infected	=		+		+	
perfectly	=		+		+	
concepts	=		+		+	
acceptance	=		+		+	
deceptive	=		+		+	
excepting	=		+		+	
inception	=		+		+	
intercepted	=		+		+	
perceptive	=		+		+	
reception	=		+		+	

2   Analyze each of the following words into the elements as indicated in the Formula column. In the Formula column "P" means "Prefix," "BB" means "Bound Base," and "S" means "Suffix."   Be sure to show any assimilations. You have worked with all of the bound bases and most of the prefixes and suffixes. We have helped you with some tricky ones:

Word	Formula	Analysis				
disinfectants	P+P+BB+S+S	*dis*	+ *in*	+ *fect*	+ *ant*	+*s*
circumspectly	P+BB+S	+	+			
receptacles	P+BB+S+S	+	+ *acle*	+		
susceptible	P+BB+S	+	+			
unsuspectingly	P+P+BB+S+S	+	+	+	+	
disrespectfully	P+P+BB+S+S	+	+	+	+	
spectacularly	BB+S+S	+*acular* +				
unaffectionate	P+P+BB+S+S	+	+	+	+	
decongestant	P+P+BB+S	+	+	+		
gestures	BB+S+S	+ *ure*	+			
indigestible	P+P+BB+S	+	+	+		
preconceptions	P+P+BB+S+S	+	+	+	+	
imperfectly	P+P+BB+S	+	+	+		
spectacles	BB+S+S	+	+			
synonymous	P+BB+S	+	+ *ous*			

3   Try some the other way around. Combine the elements into words. Show any assimilations:

Elements	=	Word
in+ex+fect+ive+ly	=	
re+spect+abil+ity	=	
in+per+cept+ible	=	
com+gest+ed	=	
pro+spect+ing	=	
re+in+fect+ed	=	
re+cept+ion+ist+s	=	

Elements	=	Word
un+ad+cept+able	=	
syn+stem+atic	=	

Word Histories. Here are two words that – surprisingly enough – originally contained the prefix *dis-*: *dine* and *dinner*.

The word *dine* comes from the Old French word *disner*, which came from the Latin word *disjējūnāre*, which meant "to break one's fast." (In French breakfast is called *petit dejeuner*.) The *dis-* prefix is clear in the French and Latin words but it is so well hidden in the modern English spelling and pronunciation that we treat *dine* as a free base, with no prefix. The word *dinner* is related to *dine*.

Lesson Thirty-nine
How Do You Spell [g]?

1   Underline the letters that spell [g] in the following words:

recognize   disagreement   graduate   agriculturalist

resignation   angled   polliwog   delegate

poltergeist   gasoline   magazine   glorious

gloomiest   designate   regularly   debug

gluey   argued   ingredient   groceries

suggestion   angrily   alligator   greasy

2   Sort the words into these three groups:

Words with [g] . . .

at the front	in the middle		at the end

3   How is [g] spelled in all of these words? _____   The sound [g] is spelled that way about nine times out of ten.

4   Usually the sound [g] is spelled _____. When <g> spells [g], is it called hard <g> or

soft <g>? _____

Lesson Forty
Sometimes [g] is Spelled <gg>

1 Sometimes [g] is spelled <gg> because the prefix *ad-* has assimilated to *ag-* before a stem that starts with <g>, as in *aggression*. Sometimes [g] is spelled <gg> because of twinning, as in *druggist*. Sometimes [g] is spelled <gg> because of the VCC pattern, as in *stagger*. Each of the following words contains a <gg> spelling of [g] because of one of the above reasons. Analyze the words that in which the <gg> is due to assimilation or twinning to show where the <gg> comes from. For words in which the <gg> is due to the VCC pattern, just write "VCC" in the Analysis column:

Word	=	Analysis
jogger	=	
shrugged	=	
aggression	=	
luggage	=	
snuggies	=	
aggravate	=	
waterlogged	=	
maggot	=	
reggae	=	
baggage	=	
toboggan	=	
bowlegged	=	
debugging	=	
jiggish	=	
draggy	=	

2 Now sort the fifteen words into these three groups:

Words with [g] spelled <gg> because of . . .

Assimilation	Twinning		VCC

3 In earlier lessons you've seen that when a consonant sound has <le> right after it, the two patterns VC*le* and VCC*le* come into play:

VC*le* Pattern with a Long Vowel	VCC*le* Pattern with a Short Vowel
gable	gabble
rifle	riffle
ruble	rubble
cradle	straddle
idle	riddle

4 There are some [g] words with the VC*le* and VCC*le* patterns. Mark the VC*le* and VCC*le* patterns in the following words:

jiggle   bugle   jungle   bedraggled

joggle   smuggle   angle   single

struggle   wriggle   ogle   boondoggle

5   Now sort the words into this matrix:

Words with [g] spelled . . .

	<g>	**<gg>**
Words with a short vowel sound before the [g]		
Words with a long vowel sound before the [g]		

5   In words with a [g] followed by <le>, the [g] will be spelled _____ if it has a short

vowel in front of it; if it has a long vowel or a consonant in front of it, it will be spelled

_____.

Lesson Forty-one
Something About \<gu\> and \<gh\>

1 Usually when a \<g\> is followed by the letters \<e\>, \<i\>, or \<y\>, it is pronounced

_____ and is called _____ .

2 Sometimes when a [g] sound has an \<e\>, \<i\>, or \<y\> right after it, the [g] sound will be spelled \<g\> with an insulating \<u\> standing between the \<g\> and the \<e\>, \<i\>, or \<y\> to keep the \<g\> from looking as if it should be pronounced [j]. In a very few words the sound [g] is spelled \<gh\>, as in *ghost*. Underline the letters that spell [g] in the following words:

gluey	colleague	disguise	guys	aghast
ghastly	ghoulish	ghetto	ghosts	spaghetti
plague	agriculture	agreements	guilty	dinghy
baggage	luggage	toboggan	aggressive	ingredient
league	suggestion	angles	bedraggled	boondoggle

3 Now sort the words into these groups:

Words in which [g] is spelled . . .

\<g\> with an insulating \<u\>	\<g\>	\<gh\>	\<gg\>

4   Also there is one common element that means "speech" and that contains the <g> spelling of [g] with an insulating <u>. The element is *logue*. Remember that *logue* means "words or speech," and be ready to discuss these questions:

If *dia-* means "two," what is a dialogue?

If *mono-* means "one," what is a monologue?

If *pro-* means "before," what is a prologue?

What is a travelogue?

If *cata-* means "complete," why is a catalogue called a catalogue?

> **Word Histories.**   Oddly, the Greek prefix *epi-* meant both "before" and "after." So an epilogue is writing that comes at the end of a book (just the opposite of a prologue), but an epigraph is writing that comes at the beginning of a book.

Words that end <logue> can usually also be spelled <log>. *Dialog, monolog, prolog, travelog, catalog, epilog* are all correct spellings, too.

5   You've seen that an insulating <u> is sometimes used after <g> to spell [g] before <e>, <i>, or <y>. There are a few words where there is a <u> after <g> in front of <a>:

guarantee   guard   safeguard   guardian

Originally these words were spelled with no <u> in English. The <u> was added in the 16th century, probably to reflect an older French spelling with <gu>, pronounced [gw].

Lesson Forty-two
Some More About <gh>

1   You've seen that in a very few words [g] is spelled <gh>. But <gh> is not always pronounced [g]: Sometimes it is pronounced [f], and sometimes it is not pronounced at all. Carefully read the following words with <gh>. Be sure you know how each one is pronounced. Mark each word to show what the <gh> spells as we have done with *ghastly*, *freight*, and *toughness*. Use the zero sign, [∅], if the <gh> is not pronounced at all.

ghastly [g]	ghosts	roughen	ghoulish	eighth	overweight
freight [∅]	coughed	neighbor	tightest	delightful	ghetto
toughness [f]	enough	although	laughter	knight	height

2   Sort the words into this matrix:

Words in which <gh> spells . . .

	[g]	[f]	[ø]
Words in which <gh> is at the front of the element			

	[g]	[f]	[ø]
Words in which <gh> is at the end of the element with a short vowel in front of it			
Words in which <gh> is either in the mddle of the element or has a long vowel in front of it			

3   When <gh> comes at the beginning of an element, how is it pronounced? ____.

When <gh> spells the sound [f], is it at the front, middle, or end of the element it is in?

_____.   When <gh> spells the sound [f], does it have a short vowel in front

of it, or a long vowel? _____   If there is a long vowel sound right in front of <gh>,

is it pronounced or not pronounced? _____

☞ ! ! ! ☜

6:42:2

Word Find. This Find contains at least twenty-three words that contain the spelling <gh>. As you find them sort them into the groups described below:

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

Words in which <gh> spells . . .

[g]		[ø]		[f]

[g]	[ø]		[f]

Lesson Forty-three
Sometimes When You Hear [g], There's an <x>!

1   Sometimes the letter<x> spells the combination [ks], and sometimes it spells the combination [gz]. Sometimes a word can be pronounced either with a [ks] or [gz]. For instance, some people pronounce *exit* with a [ks], [éksit], and some people pronounce it with a [gz], [égzit]. Either pronunciation is correct.

Almost always the<x> that spells [gz] is in the prefix *ex-*, and the stem that follows the prefix begins with a vowel. Analyze each of the following words, all of which contain the prefix *ex-*:

Word	= Formula	= Analysis
exercised	= Prefix+stem	=
inexactly	= Prefix+prefix+base+suffix	=
explosion	= Prefix+stem	=
extensive	= Prefix+stem	=
exhaustive	= Prefix+base+suffix	=
exhibit	= Prefix+stem	=
examined	= Prefix+stem	=
exposure	= Prefix+base+suffix	=
exclude	= Prefix+stem	=
extended	= Prefix+base+suffix	=
executive	= Prefix+stem	=
exorbitant	= Prefix+stem	=
exclusive	= Prefix+stem	=

2   Some other things about [g] and<g>:

One other common word in which <x> spells [gz] is *auxiliary*.

The only word that ends in<gg> is *egg*.

In the word *mortgage*, the [g] is spelled<tg>. The word *mortgage* is a compound that contains two bases:: *mort*, which means "death" (as in words like *mortal* and *mortuary*), and *gage*, which means "promise or pledge." When we try to pronounce [t] and [g] together, we find it difficult, and to simplify the pronunciation, the [t] sound is left out. So in *mortgage* [g] is spelled<tg>.

Lesson Forty-four
Test Five

Words	Analysis
1.	Prefix+prefix+bound bas+suffix = _____
2.	[g] = _____ Prefix+bound base = _____
3.	Prefix+ stem = _____
4.	Prefix+prefix+bound base+suffix = _____
5.	[g] = _____ in the pattern _____
6.	Prefix+ stem = _____
7.	[g] = _____
8.	Prefix+stem = _____
9.	Prefix+free base = _____
10.	[ē] = _____ [r] = _____ [t] = _____

Answers to Test Five

Words	Analysis
1. *disinfectant*	Prefix+prefix+bound bas+suffix = *dis+in+fect+ant*
2. *suggest*	[g] = _*<g>*_ Prefix+bound base = *su~~b~~+g+gest*
3. *sympathy*	Prefix+ stem = *sy~~n~~+m+pathy*
4. *indigestion*	Prefix+prefix+bound base+suffix = *in+di~~s~~+gest+ion*
5. *toboggan*	[g] = _*<gg>*_ in the pattern _*VCC*_
6. *syllable*	Prefix+ stem = *sy~~n~~+l+lable*
7. *spaghetti*	[g] = _*<gh>*_
8. *synonym*	Prefix+stem = *syn+onym*
9. *disguise*	Prefix+free base = *dis+guise*
10. *guarantee*	[ē] = _*<ee>*_ [r] = _*<r>*_ [t] = _*<t>*_

Lesson Forty-five
Review of Long Vowel Sounds and Spellings

1   Each of the following words contains at least one long vowel. Underline the letters spelling the long vowel sounds:

stroller	glorious	hyena	shallow	smooth
aisle	bayou	identify	period	exclusively
ghost	courteous	truest	ghetto	statue
although	delight	island	pioneer	enthusiasm
approach	evening	jewel	poetry	theater
movies	graduate	knew	recipe	tomorrow
rescue	enrolled	magazine	divided	typewriter
breathe	gloomy	multiply	remind	variety
buyer	golden	bible	rhyme	vehicle
champion	motorcycle	nuclear	routine	violence
boondoggle	guarantee	obedience	shoe	piano
climb	freeway	including	ghouls	community

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

Words with the long vowel sound . . .

[ā]	[ē]		[ī]	

[ā]	[ē]		[ĭ]	

[ō]		[ū] or [yū]	

3   Sort the words with digraphs spellings into the following groups:

Words with digraph spellings of the vowel sounds . . .

[ā]	[ē]	[ĭ]

[ō]	[ū] or [yū]	

4 Sort the words that do not have digraph spellings into the following groups. Some words go into more than one group:

Words with long vowels in the patterns . . .

VCV		V.V	

V# or Ve#		VCC	

V# or Ve#		VCC	

Lesson Forty-six
Review of [g], [l], and [r]

1 Underline the letters that spell [g], [l], and [r]:

aisle	galleries	interrupt	plague	struggling
alligators	spaghetti	irregular	prologue	unrhymed
arrival	ghostly	island	referred	waterlogged
auxiliary	granted	mirror	rhubarb	wriggling
exactly	illustrate	mortgage	shrugged	wrist

2 Sort the words into these groups:

Words with [g] spelled . . .

<g>	<gg>	Other

Words with [l] spelled . . .

<l>		<ll>	Other

<l>		<ll>	Other

Words with [r] spelled . . .

<r>		<rr>	Other

3   The two words with <gg> due to twinning:

4   The two words with <gg> in the VCC*le* pattern:

5   The word with <ll> due to assimilation:

6　　　The word with <rr> due to the VCC pattern:

$$\boxed{}$$

7　　　The word with <rr> due to simple addition:

$$\boxed{}$$

8　　　The two words with <rr> due to assimilation:

$$\boxed{}\boxed{}$$

Lesson Forty-seven
Review of Word Analysis and of \<I> Before \<E>

1 Analyze the following into their prefixes, bases, and suffixes:

Word	=	Analysis
decongestant	=	
infections	=	
digestion	=	
excessive	=	
effectiveness	=	
interview	=	
massive	=	
dimension	=	
surprising	=	
director	=	
interrupted	=	
dividing	=	
unsuspectingly	=	
survival	=	
perspective	=	
interpret	=	
unattractively	=	
synchronize	=	
interestingly	=	
surrounded	=	
disrupted	=	
surveillance	=	

2   Underline the <ie> and <ei> spellings:

believe	lie	thief	freight	reindeer
calorie	magpie	tie	height	seismic
collie	movies	yielding	kaleidoscope	seize
field	niece	conceit	leisure	sleigh
fiery	prairie	deceiving	neither	sleight
financier	priest	eight	protein	veil
grief	relief	either	receipt	vein
hygiene	shriek	poltergeist	receive	weird

3 Sort the words with <ie> into this matrix:

	Words in which the ＜ie＞ is . . .	
	an instance of the <i> before <e> rule:	**a holdout to the <i> before <e> rule:**
Words in which the <ie> spells long <e>		
Words in which the <ie> spells lng <i>		

4 Sort the words with <ei> into this matrix:

	Words in which the ＜ei＞ is . . .	
	an instance of the <i> before <e> rule:	a holdout to the <i> before <e> rule:
Words in which the <ei> spells long <a>		
Words in which the <ei> spells long <e>		
Words in which the <ei> spells lng <i>		

Lesson Forty-eight
Test Six

Words	Analysis
1.	[r] =____ [g] = ____ [ē] = ____
2.	[ō]=____
3.	[r]=____ due to _____
4.	[ī]=____ in the pattern _____
5.	[ū]=____ in the pattern _____
6.	[ĭ]=____
7.	[ē]=____ in the pattern _____
8.	Prefix + free base = _____
9.	[u]=____ [f] = ____
10.	[ĭ] = ____ [t] = ____

Lesson Forty-eight
Test Six

Words	Analysis
1. guaranteed	[r] = _<r>_ [g] = _<gu>_ [ē] = _<ee>_
2. although	[ō]= _<ou>_
3. terrify	[r]= _<rr>_ due to _VCC pattern_
4. violence	[ī]= _<i>_ in the pattern _V.V_
5. exclusive	[ū]= _<u>_ in the pattern _VCV_
6. poltergeist	[ī]= _<ei>_
7. glorious	[ē]= _<i>_ in the pattern _V.V_
8. disclose	Prefix + free base = _____dis+close_____
9. roughly	[u]= _<ou>_ [f] = _<gh>_
10. sleight	[ī] = _<ei>_ [t] = <ght>