Book Seven

Lesson One
Review of Elements: Prefixes, Bases, and Suffixes

1 **Elements** are the smallest parts that add meaning to written words. For instance, *repainted* contains three elements: *re+paint+ed*. The element *re-* at the front of the word adds the meaning "again." The element *-ed* at the end of the word adds the meaning "in the past" or "action completed." The element *paint* in the middle of the word gives the word its basic meaning, "paint."

Elements like *re-* at the front of words are called **prefixes**. Elements like *-ed* at the end of words are called **suffixes**. And elements like *paint* that give the word its basic meaning are called **bases**.

Bases like *paint* that can stand free as separate words are called **free bases**. But many bases cannot stand free as words — for instance, the base *cept* occurs in words like *reception, perception, concept, intercept*, and *accept*, but we do not have a word spelled <cept>, so *cept* is not a free base. Bases like *cept* that cannot stand free as separate words are called **bound bases**.

2 Each of the following words contains three elements – a prefix up front, a free base in the middle, and a suffix at the end. Analyze each word into its three elements as we have done with repainted:

Word	=	Prefix	+ Free Base	+ Suffix
repainted	=	*re*	+ *paint*	+ *ed*
unlucky	=		+	+
informer	=		+	+
overcooked	=		+	+
restriction	=		+	+
preschooler	=		+	+
undoubted	=		+	+
disclaimer	=		+	+
exactness	=		+	+
mistakes	=		+	+
requested	=		+	+
misjudges	=		+	+

3   All of the words you just analyzed contained **free bases** that could stand alone as separate words. But there are many bases that cannot stand alone as separate words. Before these **bound bases** can stand free as words, they must have other elements added to them. Each of the following words contains a prefix, a bound base, and a suffix. Analyze each word into its three elements as we have done with *addiction*:

Word	=	Prefix	+ Free Base	+ Suffix
addiction	=	*ad*	+ *dict*	+ *ion*
abruptly	=		+	+
products	=		+	+
instructor	=		+	+
completeness	=		+	+
compliment	=		+	+
reception	=		+	+
perfected	=		+	+
recruiter	=		+	+
commits	=		+	+
repeating	=		+	+
exceeded	=		+	+

4   a. The smallest parts that add meaning to written words are called _____.

b. Elements that are added to the front of words are called _____.

c. Elements that are added to the end of words are called _____.

d. Elements that give the basic meaning to words are called _____.

e. Bases that can stand free as words are called _____.

f. Bases that cannot stand free as words are called _____.

Lesson Two
Review of Stems and Simple Addition

1   If we start with the word *repainted* and take away the prefix *re-*, we have the base and suffix left, *painted*. But if we start with the word *repainted* and take away the suffix *-ed*, we have the prefix and base left, *repaint*. In either case, the part that we have left after we take away the prefix or suffix is called the **stem**. The **stem** is whatever we have left when we take away prefixes or suffixes. Notice that what the stem is in a word depends on what we are taking away from the word.

A stem always has to contain at least one base. It may or may not contain prefixes or suffixes, but it always must contain a base. A **free stem** can stand free as a separate word; a **bound stem** cannot.

We also use the word *stem* to refer to the base plus any other elements to which we are going to add a prefix or a suffix. So if we wanted to add the meaning "in the past" to the verb *repaint*, we could add the suffix *-ed* to the stem *repaint*. And if we wanted to add the meaning "again" to the verb *painted*, we could add the prefix *re-* to the stem *painted*.

2   Analyze each of the following words into prefix or suffix and stem as directed in the Formula column. Some of the stems will be free and some will be bound:

Word	Formula	Analysis
disclaimer	Prefix+stem	
disclaimer	Stem+suffix	
instructor	Prefix+stem	
instructor	Stem+suffix	
reduction	Prefix+stem	
reduction	Stem+suffix	
uncooked	Prefix+stem	
uncooked	Stem+suffix	
perfected	Prefix+stem	
perfected	Stem+suffix	
preschooler	Prefix+stem	
preschooler	Stem+suffix	

3   Usually when elements combine to make new words, they simply add together, with no change in spelling. This process is called **simple addition**, and the Rule of Simple Addition is the biggest, simplest, and most important spelling rule:

> **The Rule of Simple Addition**. Unless you know some special reason for making a change, when you add two elements together to spell a word, simply add them together and don't make any changes in their spelling.

4   Below you are given some elements – prefixes, bases (both free ones and bound ones), and suffixes. Combine them to make words. They all combine by simple addition:

Elements	=	Word
dis+claim+er	=	
ab+rupt+ly	=	
phys+ic+s	=	
re+cept+acle+s	=	
intro+duct+ion+s	=	
re+cept+ion+ist	=	
sub+ject+ive+ly	=	
re+com+mend+er	=	
un+doubt+ed+ly	=	
per+fect+ion+ist+s	=	
in+ex+act+ly	=	
pro+duct+ion	=	

5   Usually when elements combine to make words, they go together by _____

_____.   A stem always contains at least one _____.   Two things that can be

either free or bound are _____ and _____.

Lesson Three
Review of Twinning

1 The Rule of Simple Addition says that elements combine without change unless you know some special reason for making a change. One special reason is **twinning**:

> **Twinning Rule.** You twin the final consonant of a free stem that has one vowel sound in it when you add a suffix that starts with a vowel and the stem ends in the pattern CVC. You twin the final consonant of a free stem that has more than one vowel sound in it when you add a suffix that starts with a vowel and the stem ends CVC only when there is stress on the last vowel of the stem before and after the suffix is added:

> *twin + ing = twin + n + ing   = twinning*
> *occur + ence = occur + r + ence = occurrence*

2 Analyze each of the following words into free stem plus suffix. Show any cases of twinning in your analysis. Then answer the questions in the columns on the right. Assume that in any stems that have only one vowel sound, that vowel is stressed:

Word = Free Stem + Suffix	Does the suffix start with a vowel?	Does the stem end in the pattern CVC?	Is there stress on the last vowel in the stem before you add the suffix?	Does the stress stay on the last vowel of the stem after you add the suffix?
twinning = *twin + n + ing*	Yes	Yes	Yes	Yes
occurrence =				
kidnapper =				
lucky =				
committed =				
symbolic =				
commitment =				
displayed =				
limiting =				
exceeding =				

Word = Free Stem + Suffix	Does the suffix start with a vowel?	Does the stem end in the pattern CVC?	Is there stress on the last vowel in the stem before you add the suffix?	Does the stress stay on the last vowel of the stem after you add the suffix?
cooking =				
repellant =				
compelling =				
logical =				
informer =				
submits =				
exacting =				
recruiter =				

3   Look over the results of your work. You should find that for each word in which twinning occurred you have "Yes" in all four columns on the right. You should also find that for each word in which twinning did not occur you have at least one "No" in the columns on the right. If things did not work out that way, check over your work. If you get stuck, don't be afraid to ask for some help.

Twinning Rule. You twin the final consonant of a free stem that has one vowel sound

in it when you add a _____ that starts with a _____ and the stem ends in

the pattern _____. You twin the final consonant of a free stem that has more than one

_____ in it when you add a _____ that starts with a _____

and the stem ends in the pattern _____ only when there is stress on the last

_____ of the stem before and after the suffix is added.

4   Combine the following free stems and suffixes. Show any cases of twinning:

Free stem + Suffix =	Word
commit + t + ee	= *committee*
complex + ity	=
remark +able	=
logic + ian	=
symbol + ism	=
occur + ence	=
refer + ence	=
recruit + ing	=
repel + ing	=
overlook + ed	=
republic + an	=
reveal + ing	=
compel + ing	=
resubmit + ed	=
kidnap + ing	=

Lesson Four
Review of Final <e> Deletion

1   Another change that can occur when elements combine involves silent final <e>. Usually when we add a suffix that starts with a vowel to a free stem that ends with a silent final <e>, we delete the final <e>: *delete + ion = deletȩ + ion = deletion*. If we did not delete the final <e>, we would end up with the incorrect spelling *deleteion.

> **Final <e> Deletion Rule**. You delete a silent final <e> that marks a soft <c> or soft <g> when you add a suffix that starts with an <e>, <i>, or <y>. Except for a few stems that end in <oe> or <ee>, you delete all other silent final <e>'s anytime you add a suffix that starts with any vowel.

2   Combine the stems and suffixes. Make sure that your description of the process shows any final <e> deletion that occurs:

Free Stem + Suffix	Process	Word
delete + ion	*deletȩ + ion*	*deletion*
complete + ion		
accommodate + ion		
observe + er		
collapse + ed		
advantage + ous		
sacrifice + ing		
agree + able		
illuminate + ed		
assimilate + ion		
canoe + ing		
agree + ed		

3   Analyze each word into a free stem plus suffix. Show any final <e> deletion that occurred when the stem and suffix combined. Answer "Yes" or "No" in the right hand column:

Word	Free stem + suffix	Was there final <e> deletion?
assurance	*assuré + ance*	*Yes*
accumulating		
horseshoer		
alleged		
courageous		
admirable		
mistaking		
peaceable		
education		
observer		
squeezing		
judgement		

4 **Final <e> Deletion Rule**. You delete a silent final <e> that marks a soft <c> or soft <g> only when you add a suffix that starts with an _____, _____, or _____. Except for a few stems that end in _____ or _____, you delete all other silent final <e>'s anytime you add a _____ that starts with any _____.

Lesson Five
Review of Assimilation

1   Three important rules that govern the way elements combine to spell words are the Rule of Simple Addition, the Twinning Rule, and the Final <e> Deletion Rule. A fourth important rule governs the changes that occur in the final consonants of some prefixes when they are added to certain stems. The consonants change their sound and spelling to be more like, or similar to, the first sound and letter in the stem. When sounds and letters change this way to be more similar to a sound or letter near them, the process is called **assimilation**.

For instance, the word *assimilate* actually contains an assimilated spelling of the prefix *ad-*: *ad + similate = ad̸ + s + similate = assimilate*. The sound [d] and the letter <d> in *ad-* change to [s] and <s> to be more similar to – or in this case, exactly the same as – the first sound and letter in the stem *similate*.

2   All of the following words start with some form of the prefix *ad-*. Sometimes the prefix assimilated when it combined with the stem; sometimes it combined by simple addition. Analyze each word into its prefix and stem. Be sure that your analysis shows any assimilation that took place when the prefix and stem combined.

Word	Prefix + Stem
assimilate	
accelerate	
affectionate	
admirable	
allegation	
addicted	
approximately	
advisor	
assurance	
accumulate	
advantage	
adult	

Word	Prefix + Stem
applause	
advancing	
accomplish	

3   Other prefixes that often assimilate the way *ad-* does are *sub-, in-, ob-, com-*, and *ex-*. Each one of the following words starts with one of these five prefixes. Sometimes they have assimilated, and sometimes they have combined by simple addition. Analyze each word into its prefix and stem. Be sure that your analysis shows any assimilation that has taken place:

Word	Prefix + Stem
accomplished	*ad̸ +c+complish*
collapse	
corruption	
compliment	
incredible	
exclusively	
effortless	
immigrant	
observance	
illuminate	
opportunity	
offensive	
irregular	
effectively	
occurred	

4   When the last consonant in a prefix changes its sound and spelling to be more similar to the sound and spelling at the beginning of the stem, the process is called

_____.

Lesson Six
Full and Partial Assimilation

1 When the consonant sound and letter at the end of the prefix change to be exactly the same as the sound and letter at the beginning of the stem, the process is called **full assimilation**. In many words the consonant sound and letter in the prefix change enough to be more similar to the sound and letter at the beginning of the stem but not exactly like it. This process is called **partial assimilation**. For instance, *com + crete = com̸ + n + crete = concrete.* Like full assimilation, partial assimilation makes the word easier to pronounce.

2 All of the following words contain the prefix *com-*. Sometimes the prefix and stem combined by simple addition, sometimes by full assimilation, sometimes by partial assimilation. Analyze each one to show the process involved when the prefix and stem combined:

Word	Prefix + Stem
college	*com̸ + l + lege*
conscious	
commentary	
congress	
collapsed	
confession	
correctly	
contracts	
companion	
correspondent	
community	
condemned	
complexion	
conscience	
commission	
conventional	

Word	Prefix + Stem
consistent	
committee	
compelling	
collected	

2 The following words contain some special cases of partial assimilation. Analyze each one as best you can and be ready to talk about why you think these words are spelled the way they are:

Acquaintance, acquire, *acquiesce*, and *acquit* contain a partially assimilated form of the prefix *ad-* and stems that star with <qu>. Analyze them:

Word	Prefix + Stem
acquaintance	
acquire	
acquiesce	
acquit	

3 *Ecstasy* contains a partially assimilated form of the prefix *ex-* and a stem that starts with <s>:

Word	Prefix + Stem
ecstasy	

4 When the last consonant in a prefixes changes to be exactly like the first consonant in the stem, the process is called _____. When the last consonant in a prefix changes to be more like, but not exactly like, the first consonant in the stem, the process is called _____.

Lesson Seven
Review of Vowel and Consonant Patterns

1   In each of the following words find the vowel letter marked with a 'v'.   Then mark the next two letters – 'v' for a vowel, 'c' for a consonant. If you come to the end of the word before you have marked all three letters, use the tic-tac-toe sign (#) to mark the end of the word:

confession	accommodate	judgement	illuminate
vcc	v	v	v

ecstasy	disagree	courageous	excelling
v	v	v	v

legal	mystical	republican	calculator
v	v	v	v

consistent	collapsing	symbol	equip
v	v	v	v

rhythmic	zodiac	acquired	acquiesce
v	v	v	v

tissue	canoe	picnic	maniac
v	v	v	v

In the words with the pattern vv# the second vowel is always the same letter. What

letter is it? _____.   For that reason we will call this the V*e* # pattern.

2   Now sort the twenty-four words into the following matrix:

	Words with the pattern . . .			
	VCC	**VC#**	**VCV**	**Ve#**
Words in which the marked vowel is short				
Words in which the marked vowel is long				

3   A vowel sound will usually be short if it is the first vowel in the patterns _____ or

_____.   A vowel sound will usually be long if it is the first vowel in the patterns

_____ or _____.

4   Each of the following words contains two vowel letters side by side. Sometimes the two work together to spell a single vowel sound – as in *play* and *gauze*. Sometimes they spell two separate vowel sounds – as in *diet* and *fluid*.

Put a '1' after words in which the two vowel letters spell a single sound and a '2' after those in which they spell two separate sounds.

recruit	*1*	peaceful		defiant		poetry	
society		obedience		acquiesce		realize	

recruit	1	peaceful		defiant		poetry	
entertain		acquaint		displayed		friendly	
celestial		scientist		burial		suicide	
annual		violence		idea		undoubted	

5   Sort the twenty words into these two groups:

Words in which the two vowel letters spell . . .

two separate vowel sounds		a single vowel sound

6   In those words in which the two vowel letters spell two separate vowel sounds, is the

first vowel sound long or is it short? _____

7   **V.V. Rule**. When two vowel sounds are side by side and spell two separate sounds,

the first letter will spell a _____ vowel sound.

The period in 'V.V' is to remind us that there are two separate vowel sounds there.

Lesson Eight
Test One

Words	Analysis
1.	Prefix + bound base + suffix = _____
2.	Prefix + free base + suffix = _____
3.	Prefix + bound base + suffix = _____
4.	Prefix + bound base + suffix = _____
5.	Free base + free base + suffix = _____
6.	Prefix + bound base + suffix = _____
7.	Prefix + free base + suffix[1] + suffix[2] = _____
8.	Prefix + bound base + suffix = _____
9.	Prefix + free base + suffix = _____
10.	Prefix + free base + suffix[1] + suffix[2] = _____

Answers to Test One

Words	Analysis
1. *compelling*	Prefix + bound base + suffix = *com + pel + l + ing*
2. *disclaimer*	Prefix + free base + suffix = *dis + claim + er*
3. *displayed*	Prefix + bound base + suffix = *dis + play + ed*
4. *instructor*	Prefix + bound base + suffix = *in + struct + or*
5. *overcooked*	Free base + free base + suffix = *over + cook + ed*
6. *perfectly*	Prefix + bound base + suffix = *per + fect + ly*
7. *preschoolers*	Prefix + free base + suffix[1] + suffix[2] = *pre + school + er + s*
8. *recruitment*	Prefix + bound base + suffix = *re + cruit + ment*
9. *reduction*	Prefix + free base + suffix = *re + duct + ion*
10. *undoubted*ly	Prefix + free base + suffix[1] + suffix[2] = *un + doubt + ed + ly*

Lesson Nine
How Do You Spell [k]?

1   The sound [k] is spelled many different ways. Underline the letters that you think are spelling [k] in the following words. Then write the letters that spell [k] in the blanks. You should find that [k] is spelled eleven different ways!

Word	[k] =	Word	[k] =
zodiac		acquired	
remarkable		khan	
equally		saccharine	
hockey		bookcase	
schemer		trekkie	
accommodations			

2   In spite of all these different spellings of [k], more than nine times out of ten [k] will be spelled either <c>, <k>, or <ck>. And we can usually predict which of these three spellings to choose. Underline the letters that spell [k] at the beginning of each of the following words:

counterfeit	kitchen	crime	community
career	cavity	kindly	climate
condemn	campaign	congress	capital
key	climate	kettle	conscience

3   Sort the sixteen words into these two groups:

Words in which [k] is spelled . . .

<k>	<c>	

<k>	<c>	

4 Underline the letter that comes right after the <c> or <k> in each of the sixteen words in Item 3 above. Then sort the words into this matrix:

Words in which [k] is spelled . . .

	<c>	<k>
Words with an <i> or <e> right after the [k]		
Words with no <i> or <e> right after the [k]		

5 In each of these words is the [k] sound at the beginning of the word, in the middle, or at the end? _____

6 You should have seen that each time a word starts with [k] with an <i> or <e> right after it, the [k] is spelled <k>. Otherwise, [k] at the beginning of a word is spelled <c>.

Have you ever seen a word begin with <ck>? _____ If you saw one, like maybe <ckurp>, wouldn't it look odd? _____

7 At the beginning of a word, [k] is never spelled ____; it is usually spelled _____ or ____. If the [k] has an <i> or an <e> right after it, it is usually spelled ____; otherwise, it is usually spelled ____.

Lesson Ten
Spelling [k] at the End of Words

1   All of the following words end in the sound [k]. Underline the letters that spell the final [k] in each word. Final <e>'s are not part of the spelling of [k]:

remark	economic	break	seismic
wreck	shriek	o'clock	speck
mistake	scientific	brook	hook
struck	knock	rebuke	provoke
unmask	overlook	earthquake	shark

2   Sort the twenty words into these three groups:

Words in which the final [k] is spelled . . .

<c>	<ck>	<k>	

3   Now sort the twenty words into these two groups:

Words with a consonant sound right in front of the final [k]	Words with a vowel sound right in front of the final [k]	

Words with a consonant sound right in front of the final [k]	Words with a vowel sound right in front of the final [k]	

4   Here are some words with short vowel sounds: *bat, bet, bit, bog, book, but*. And here are some with long vowel sounds: *bait, beet, bite, boat, boot, beaut*. Now sort into this matrix the seventeen words from Item 3 with a vowel sound in front of the final [k]:

Words in which the final [k] is spelled . . .

	<c> or <ck>	<k>
Words with a short vowel sound spelled with a single letter in front of the [k]		
Words with a short vowel sound spelled with a digraph in front of the [k]		

	\<c\> or \<ck\>	\<k\>
Words with a long vowel sound in front of the [k]		

5 How is the final [k] spelled in the three words that have a consonant sound in front of it? _____   How is it spelled in the five words that have a long vowel in front of it? _____ How is it spelled in the three words that have a short vowel spelled with a digraph right in front of it? _____

6   At the end of a word, [k] will usually be spelled \<k\> if it has a _____ vowel or consonant sound or a short vowel sound spelled with a digraph right in front of it; but it will usually be spelled _____ or _____ if it has a _____ vowel sound right in front of it spelled with a single vowel letter.

Lesson Eleven
Words That End in <c> and <ck>

1   Below are some words that end with the sound [k]. Underline the letters that spell the final [k] in each of them. Don't worry yet about the columns labeled 'Sounds':

Word	Sounds	Word	Sounds	Word	Sounds	Word	Sounds
poetic		wreck		specific		speck	
struck		athletic		elastic		enthusiastic	
scientific		quick		zodiac		check	
knock		sick		economic		sympathetic	
traffic		seismic		schlock		patriotic	

2 Now pronounce each word carefully. Listen for the number of vowel sounds in each word. In the 'Sounds' columns write that number. Eight of the words have one vowel sound. Two have two vowel sounds. Five have three vowel sounds. Four have four vowel sounds, and one has five.

3   Now sort the twenty words into this matrix:

Words with the final [k] spelled . . .

	<c>	<ck>
Words with only one vowel sound		

	<c>	<ck>
Words with more than one vowel sound		

4   If a word ends in [k] with a short vowel sound in front of it, the [k] will usually be

spelled either _____ or _____. If the word has only one vowel sound, the [k] will usually

be spelled _____. If the word has more than one vowel sound, the [k] will usually be

spelled _____.

5   The following words all contain two vowel sounds but still end in <ck>. Be ready to

discuss why they can be analyzed to show that they actually do not contradict the

conclusion that in words with only vowel sound final [k] will usually be spelled <ck>:

Word	Analysis
horseback	
aftershock	
o'clock	
airsick	
thunderstruck	
yardstick	

Lesson Twelve
Review of <c>, <k>, and <ck>

1   **Spelling A Final [k]**: These twenty words all end in the sound [k]. Sort them into the matrix:

zodiac	struck	hawk	o'clock	sympathetic
provoke	shriek	picnic	school	unmask
shark	milk	rebuke	break	brook
remark	traffic	knock	seismic	enthusiastic

Words with final [k] spelled . . .

	<c>	<ck>	<k>
Words with final [k] after a consonant			
Words with final [k] after a long vowel			
Words with final [k] after a short vowel spelled with a digraph			
Words with final [k] after a short vowel spelled with one letter			

2   A final [k] following a consonant is usually spelled ____. A final [k] following a long vowel is usually spelled ____. A final [k] following a short vowel spelled with a digraph is usually spelled ____.   A final [k] following a short vowel spelled with one letter is

usually spelled _____ or _____.   If there is only one vowel sound in a word that ends with a [k] following a short vowel sound, the [k] is usually spelled _____. If there is more than one vowel sound in a word that ends with a [k] following a short vowel sound, the [k] is usually spelled _____.

3 **Spelling An Initial [k]**: Here are twenty words that start with the sound [k]. Sort them into the matrix:

campaigned	conscience	kinship	kept	climate
collapsed	kettle	kidnapper	capital	committed
kindliness	community	courageous	crocodile	counterfeit
conventions	correspondent	keyboard	kitchens	kissed

Words that start with [k] spelled . . .

	<c>	<k>
Words with an <i> or <e> following the [k]		
Words with no <i> or <i> following the [k]		

5 If an initial [k] has an _____ or an _____ right after it, the [k] is usually spelled _____; otherwise it will usually be spelled _____.

Lesson Thirteen
Spelling [k] in the Middle of Words

1   Often when a [k] is in the middle of a word, it is actually at the beginning or the end of a shorter word, or free stem, inside the longer one. For instance, there is a [k] in the middle of *recall*. But *recall* actually is made up of the prefix *re-* and the free stem *call*: *recall = re + call*. The [k] in *call* behaves just the way it is supposed to when it is at the front of a word: It is spelled <c> rather than <k> because it does not have an <e> or <i> after it, and it is not spelled <ck> because words don't start with <ck>.

The word *darkroom* has a [k] in the middle. But *darkroom* is a compound that analyzes to the two free stems *dark* and *room*: *darkroom = dark + room*. So the [k] in *darkroom* is really at the end of the free stem *dark* – and it behaves just as it is supposed to: It is spelled <k> rather than <c> or <ck> because of the consonant in front of it.

2   All of the following words have a [k] somewhere in the middle. Each of the words actually contains a free stem that has the [k] either at the beginning or the end.

First, underline the letters that spell [k].

Second, analyze each word enough to show the free stem that begins or ends with [k].

Third, be ready to talk about why the [k] is spelled the way it is in the free stems.

Word	Analysis
checkout	*check + out*
unconscious	
unkindly	
remarkable	
inconsistent	
unenthusiastically	
trickiest	
passkey	
breakfast	

Word	Analysis
musicality	
encourage	
trickster	
sickeningly	
wreckage	
mistakenly	
jackknife	
bookcase	
schlockiest	
backcast	
unluckily	

3 **<K>-insertion.** In a very few words there is a <ck> spelling that occurs when a free stem that ends in <c> has a suffix added to it that starts with <e>, <i>, or <y>: A <k> is inserted after the <c>: For instance, *panic + ed = panic + k + ed = panicked* The <k> is inserted to avoid having the <c> look as if it should be pronounced as a soft <c>, [s] before the <e>, <i>, or <y>, as it would in *paniced.

Here are some other words that involve <k> insertion. Analyze each one to show how the the <k> was inserted:

Word	Analysis: Free stem + suffix
panicked	*panic + k + ed*
panicky	
picnicking	
trafficker	
bivouacked	
sicked*	

* As in "He sicked his dog on the burglar."

Lesson Fourteen
Elements with [k] in the Middle

1   You've seen that when [k] comes at the end or the beginning of a word, you can usually predict when to use <c>, <ck>, or <k> to spell it. You've seen, too, that when the [k] is at the end or the beginning of a free stem inside a word, you can usually predict among <c>, <ck>, and <k>. The same pattern holds when the [k] is in the middle of a word but is not at the beginning or end of a stem; that is, when [k] is in the middle of an element, as in *skip* and *scold*.

2   All of the following words contain a [k] in the middle of an element. In each word underline the letter or letters that spell that [k]. Then sort the words into the three groups described below:

contractor	subjects	skeleton	sacrifice
picnics	perfectly	collects	function
instruction	ankle	affectionate	picture
infection	describe	pickle	electrician
restriction	spectacle	crocodile	intellectual
transcription	production	introduction	instinctive
chuckle	skirts	donkey	wrinkles
sketches	skyscraper	skies	tackle

Words with the [k] in the middle of an element and spelled . . .

<c>		<k>	<ck>

<c>		<k>	<ck>

3 Now underline the letter that **follows** that middle [k] sound in each of the words above and sort the words into this matrix:

Words with the [k] in the middle of an element and spelled . . .

	<c>	<k>	<ck>
Words with <e>, <i>, or <y> following the [k]			
Words with no <e>, <i>, or <y> following the [k]			

4 When the sound [k] is in the middle of an element and is followed by <e>, <i>, or

<y>, it will usually be spelled _____ or _____.   If it is not followed by <e>, <i>, or <y>, it

will usually be spelled _____.

Lesson Fifteen
The Sound [k] before <le>#

1   Here are some words that have [k] right in front of an <le> that comes at the end of the word.   Sometimes the [k] is spelled <k>, sometimes <ck>, sometimes <c>. Sort the words into the two groups described below:

wrinkle	ankle	sparkle	trickle	tackle
spectacle	tickle	barnacle	miracle	obstacle
particle	cycle	chronicle	twinkle	vehicle
icicle	chuckle	freckle	article	bicycle
pickle	heckle	shackle	receptacle	oracle

Words in which the [k] follows a . . .

vowel			consonant

2   In words in which [k] follows a consonant and is in turn followed by an <le> that

comes at the end of the word, the [k] is spelled _____.

3   Read aloud each of the words in which the [k] follows a vowel. In each word mark the vowel that has strong stess on it, like this: *wrínkle* and *spéctacle*. The vowel with strong stress will not always be the vowel right in front of the [k]. If you get confused, don't be afraid to ask for help or to look words up in your dictionary.

4   Now sort the words you just marked into these two groups:

Words in which the vowel right in front of the [k] . . .

has strong stress		does not have strong stress	

5   In words that have a [k] right in front of an <le> that comes at the end of the word

and a vowel that does not have strong stress right in front of the [k], the [k] is spelled

_____ .

6   Now read over your list of words with a vowel with strong stress right in front of the
[k]. Sort the words into these two groups:

Words in which the vowel right in front of the [k] is . . .

short			long

7   In words that have a [k] right in front of an <le> that comes at the end of the word

and a vowel with strong stress right in front of the [k], the [k] is spelled _____ if the vowel

is short, and it is spelled _____ if the vowel is long.

8   In words that have a [k] right in front of an <le> that comes at the end of the word:

        (i) if there is a stressed short vowel right in front of the [k], the [k] is spelled _____ ;

(ii) if there is a weak vowel or a strong long vowel right in front of the [k], the [k] is

spelled ____; and

(iii) if there is a consonant right in front of the [k], the [k] is spelled ____.

Lesson Sixteen
Practice with [k] Spelled <c>, <ck>, and <k>

With this Word Flow you can trace out more than forty words that contain the sound [k], spelled either <c>, <k>, or <ck>. As you find the words, list them in the three columns described below. Some words will go into more than one column.

```
                        ┌──────────┐
                        │  Start   │
                        └──────────┘
                        ┌──────────┐
                        │    S     │
                        └──────────┘
                   ┌────────┐  ┌────────┐
                   │   C    │  │   K    │
                   └────────┘  └────────┘
        ┌─────┐  ┌─────┐  ┌─────┐  ┌─────┐  ┌─────┐
        │  A  │  │  E  │  │  I  │  │  O  │  │  U  │
        └─────┘  └─────┘  └─────┘  └─────┘  └─────┘
        ┌─────┐  ┌─────┐  ┌─────┐  ┌─────┐  ┌─────┐
        │ CK  │  │  D  │  │  K  │  │  M  │  │  T  │
        └─────┘  └─────┘  └─────┘  └─────┘  └─────┘
                   ┌─────┐  ┌─────┐
                   │  E  │  │  S  │
                   └─────┘  └─────┘
                        ┌──────────┐
                        │   END    │
                        └──────────┘
```
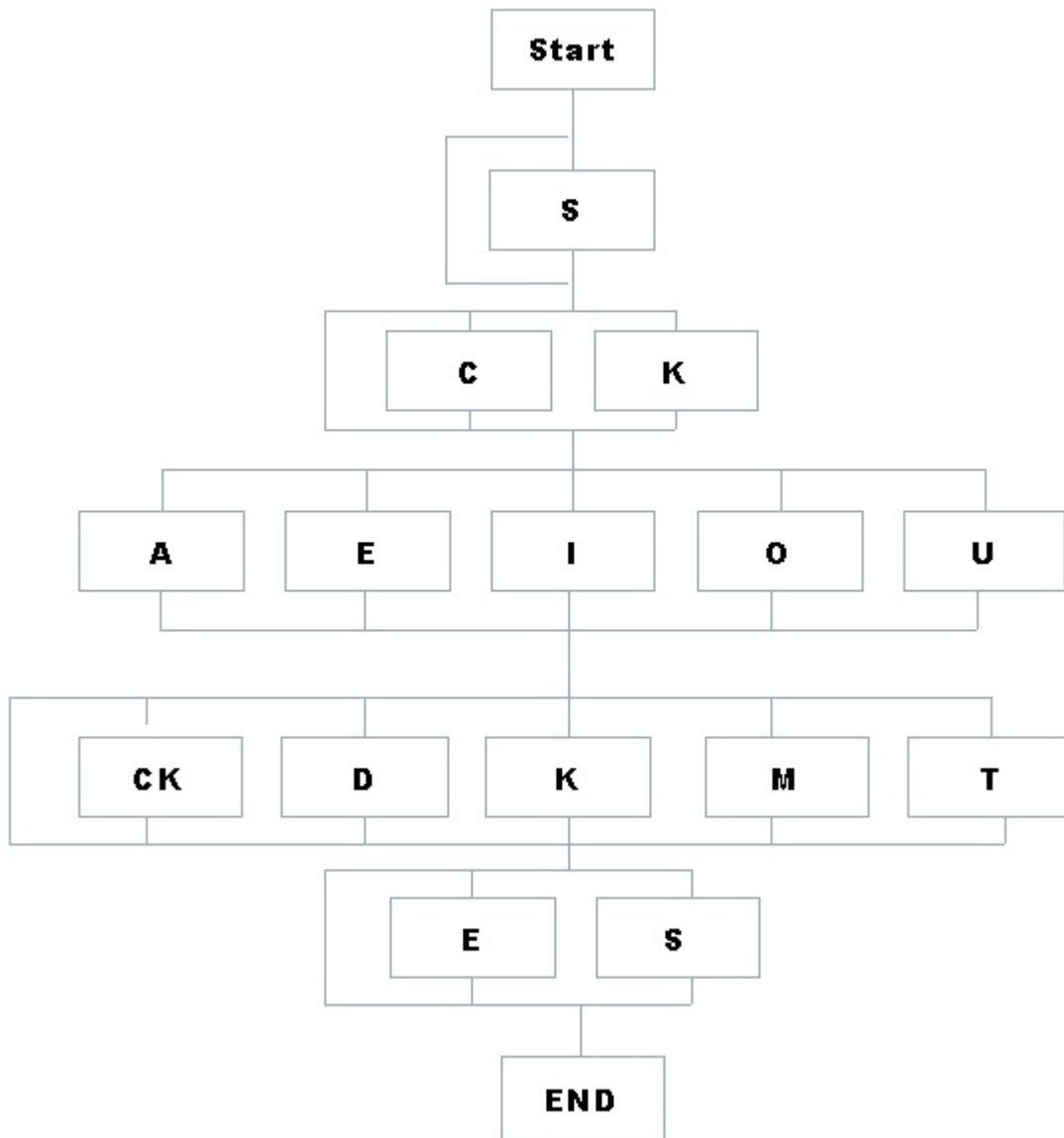
Words with [k] spelled . . .

<c>		<k>	<ck>

Lesson Seventeen
Test Two

Words	Analysis
1.	[k] = _____ Prefix + free base + suffix = _____
2.	[z] = _____ [ē] = _____ [k] = _____
3.	Prefix + bound base + suffix[1] + suffix[2] = _____
4.	[k] = _____ Prefix + free base + suffix = _____
5.	[k] = _____ Prefix + free stem = _____
6.	[k] = ____ & ____ Free stem + suffix = _____
7.	[k] = _____ [j] = _____ Free stem + suffix = _____
8.	[k] = _____ [n] = _____ Free stem + suffix = _____
9.	[k] = _____ Bound base + suffix = _____
10.	[a] = _____ [ŋ] = _____ [k] = _____

Answers to Test Two

Words	Analysis
1. *collapsed*	[k] = <u>*<c>*</u> Prefix + free base + suffix = *coḿ+l+lapsé+ed*
2. *zodiac*	[z] = <u>*<z>*</u> [ē] = <u>*<i>*</u> [k] = <u>*<c>*</u>
3. *communities*	Prefix + bound base + suffix[1] + suffix[2] = *com+muné+itý+i+es*
4. *remarkable*	[k] = <u>*<k>*</u> Prefix + free base + suffix = *re+mark+able*
5. *conscience*	[k] = <u>*<c>*</u> Prefix + free stem = *coḿ+n+science*
6. *picnicked*	[k] = <u>*<c>*</u> & <u>*<ck>*</u> Free stem + suffix = *picnic+k+ed*
7. *courageous*	[k] = <u>*<c>*</u> [j] = <u>*<g>*</u> Free stem + suffix = *courage+ous*
8. *knocked*	[k] = <u>*<ck>*</u> [n] = <u>*<kn>*</u> Free stem + suffix = *knock + ed*
9. *capital*	[k] = <u>*<c>*</u> Bound base + suffix = *capit+al*
10. *ankle*	[a] = <u>*<a>*</u> [ŋ] = <u>*<n>*</u> [k] = <u>*<k>*</u>

Lesson Eighteen
Some Prefixes That Make <cc>

1   What always comes before <kle>, a vowel or a consonant? _____

What always comes before <ckle>, a long vowel, a short vowel, or a consonant?

_____.   What usually comes in front of the <cle>, a vowel or a

consonant? _____

2   When they are added to stems that start with <c>, the three prefixes *ad-, sub-,* and
ob- assimilate to *ac-, suc-,* and *oc-*, making a <cc> toward the front of the word.
Sometimes the <cc> spells the sound [k]; sometimes it spells [ks]. All of the following
words contain one of these prefixes. Analyze each word into prefix and stem and show
where the two <c>s come from:

Word	Prefix + Stem
accelerate	*ad̸ + c + celerate*
according	
account	
occasionally	
successful	
occurrence	
occupy	
accident	
accurate	
access	
occupation	
accompany	
accommodate	
succinctly	
accuse	
accumulate	

3   Sort the words into these two groups:

Words in which the <cc> spells . . .

[k]		[ks]

4   Look carefully at the letter that comes right after the <cc> in each of the words. Then sort the words into this matrix:

Words in which the <cc> spells . . .

	[k]	[ks]
Words that have <e> or <i> following the <cc>		
Words that do not have <e> or <i> following the <cc>		

5   Be ready to discuss this question: Why do the words sort out the way they do in the matrix in Item 4?

Lesson Nineteen
More Words with <cc> – and More on [ks]

1   The following words all contain assimilated forms of the prefixes *ad-, sub-*, or *ob-*. Analyze each one into prefix plus stem to show where the <cc> comes from, and fill in the blanks:

Word	Analysis: Prefix + Stem	The letter after <cc> is . . .	The <cc> spells the sound . . .
accounting	*ad + c + counting*	<o>	[k]
accessory			
accompanied			
occurred			
occasionally			
accidentally			
accomplishment			
successor			
succinctly			
occupation			

2   When there is an <i> or an <e> right after <cc>, the <cc> is pronounced _____ ;

otherwise <cc> is pronounced _____ .

3   You've seen that sometimes <cc> spells [k] and sometimes it spells [ks]. All of the following words contain the sound [ks], spelled different ways. Underline the letters that spell the [ks] in each of these words:

exclusive	exclamation	experience
hawks	complexity	sharks
picnics	explode	extraordinary
extend	shrieks	knocks
wrecks	economics	medics

4   Sort the fifteen words into these groups:

Words in which [ks] is spelled . . .

<cs>	<cks>	<ks>	<x>

5   Look at the words in which [ks] is spelled <cs>, <cks>, or <ks>. Each one consists of a free stem and a suffix. Analyze each word to show what the free stem and suffix are:

Word	Analysis: Free Stem + Suffix
picnics	*picnic + s*

5   When [ks] is spelled _____, _____, or _____ the <s> is usually the suffix _____.

Lesson Twenty
Sometimes [k] is Spelled <q>, Sometimes <qu>

1 In a few words the letter <q> is used in the spelling of the sound [k]. The letter <q> always is followed by the letter <u>. Sometimes the <u> spells the sound [w] so that the <qu> spells [kw]. Sometimes the <qu> spells just [k]. Read the following words, paying special attention to whether the <qu> in each spells [kw] or just [k]:

antique	conquest	consequently	mosquito	requirement
earthquake	equality	equipment	squadron	square
equivalent	physique	exquisite	frequently	squirrel
liquor	liquid	unique	request	squeak
quantity	quarrel	question	technique	subsequently
quickly	picturesque	quietly	quotation	squeeze

2 Sort the words into these two groups:

Words in which <qu> spells . . .

[kw]			[k]

3 In words in which <qu> spells [kw], the <u> spells [w], so [k] is spelled _____.   But

in words in which the <u> does not spell [w], [k] is spelled _____.

4 Whether it's spelling [kw] or [k], <qu> nearly always comes at the very beginning or the very end of the element it is in.

In the thirty words above there are eleven in which the the [k] spelled either <q> or <qu> is the first or the last sound in the word. When it comes at the end, it has a silent final <e> insulating the <u>. Find the eleven words and copy them into the table below.

Words in which the [k] spelled <q> or <qu> is the ...

first sound in the word		last sound in the word	

5   When the [k] is not the first or last sound of the word it is in, it nearly always is the first or last sound of the element it is in. For instance, *conquest* is *com̸ + n + quest*, with the [k] spelled <q> the first sound in the free stem *quest*. Analyze each of the following words. Show any assimilation.

Word	Formula	Analysis
conquest	Prefix + free base	*com̸ + n + quest*
exquisite	Prefix + bound stem	
requirement	Prefix + bound base + suffix	
request	Prefix + free base	
liquor	Bound base + suffix *-or*	
liquid	Bound base + suffix	
equality	Bound base + suffix + suffix	
subsequently	Prefix + bound base + suffix *-ent* + suffix^2	
consequently	Prefix + bound base + suffix^1 + suffix^2	
turquoise	Bound base + suffix *-oise*	
bouquet	Bound base + suffix *-et*	
mosquito	Bound base + suffix *-ito*	
frequently	Bound base + suffix^1 + suffix^2	

6 In five of the thirty words in Item 1 in which [k] is spelled <q>, the <qu> is part of the cluster <squ> Those five words are:

7   Where does the <squ> cluster come in these nine words? _____

8   The <q> or <qu> that spell [k] are nearly always at the very _____ or _____

of the element in which the occur.

Lesson Twenty-one
Sometimes [k] is Spelled <ch>, Sometimes <lk>

1 We borrowed the letters of our alphabet from the Romans. The Romans had borrowed their alphabet from a group of people called the Etruscans. And the Etruscans had borrowed their alphabet from the Greeks. One of the Greeks' letters looked like our <X>. It was called *chi*, pronounced [kī], and it spelled the sound [k]. When we borrowed Greek words that contained chi, we changed the spelling from <x> to <ch>, still pronounced [k] – as in words like *chorus*, *school*, and *Christmas*. Most of the words in English that contain the sound [k] spelled <ch> come from old Greek words with chi.   Underline the <ch> spellings of [k] in each of the following words:

orchestra	school	architect	psychiatrist
chorus	chaos	echo	scholar
chronicle	mechanic	character	orchid
ache	schedule	scheme	chord
psychology	chemical	anchor	Christmas
monarch	stomach	technical	chlorophyll

2 Sort the words into the three groups described below:

Words in which [k] is spelled <ch> . . .

at the front	in the middle		at the end

3   There is one other spelling of [k] that is worth a special look. In a few words [k] is spelled <lk> – as in *chalk*. A long time ago the <l> was pronounced, but no longer. All of the following words contain an <l> that is usually no longer pronounced. Six of them end in the sound [k] spelled <lk>. Sort the sixteen words into the four groups described below:

salmon	talk	stalk	halve
walk	yolk	palm	chalk
folk	halfway	psalm	calves
calf	calm	salve	behalf

Words that end . . .

<lk>	<lf>	<lm>	<lve>

4   In the words in which [k] is spelled <lk>, what letter usually is right in front of the <l>?

_____.   In words in which [k] is spelled <lk>, what other letter sometimes is right in front

of the <l>? _____.   In words that end <alk>, which does the <a> spell: [a] or [o]? _____.

In words that end <olk>, which does the <o> spell: [o] or [ō]? _____.

Word Histories. The first letter of the Greek word for Christ was chi—or <X>—which is why we sometimes abbreviate our word *Christmas* to *Xmas*. The <x> in *Xmas* is really the old Greek chi.

Lesson Twenty-two
Practice Spelling [k]

1   This review is in the form of a Wordspell. You are given the sixteen letters with which to spell twenty words, all of which contain [k]. You are also given blanks for the twenty words. We've given you a start by filling in the letters in each word that spell the sound [k]. Here the sixteen letters:

O U N I E R O P Y A D L T S R I

Here are the blanks for the twenty words:

Words with [k] spelled <qu>:

			Q	U	
			Q	U	

Words with [k] spelled <q>:

		Q			
		Q			

Words with [k] spelled <lk>:

		L	K	
		L	K	
			L	K

Words with [k] spelled <cc>:

	C	C				
	C	C				
	C	C				
	C	C				
	C	C				

Words with [k] spelled <ch>:

	C	H			
	C	H			
C	H				
C	H				
	C	H			
		C	H		

2 Here are some words that end in [k] Read them carefully and then fill in the blanks:

knock   brook   walk   gigantic

quick   hook   folk   traffic

wreck   earthquake   milk   zodiac

picnic   provoke   rebuke   thunderstruck

maniac   retake   shark   aftershock

a. When a word ends in [k] with a long vowel in front of it, the [k] is usually spelled

_____.

b. When a word ends in a [k] with a consonant in front of it, the [k] is usually spelled

_____.

c. When a word ends in a [k] with a short vowel in front of it, the [k] is usually spelled either _____ or _____. If the word has only one vowel sound in it, the [k] will usually be spelled _____; if it has more than one vowel sound in it, the [k] will usually be spelled _____.

Lesson Twenty-three
The Suffixes *-ance* and *-ence*

1   The suffixes *-ance* and *-ence* are added to verbs and to bound stems to form nouns:

>   *inherit* (a verb) + *ance* = *inheritance* (a noun)
>   *obedi* (a bound base) + *ence* = *obedience* (a noun)

2   The suffixes *-ance* and *-ence* can create problems for spellers because although they have the same pronunciation, [əns], and the same meaning or function (forming nouns), they have different spellings. There are no simple and absolutely reliable rules for predicting when to use *-ance* and when to use *-ence*, but there are some patterns that can help you know when to use *-ence*.

If you can add [enshəl] (spelled <ential>) to the stem and get a recognizable word, the [əns] is *-ence*. For instance, if you can't decide between <confidence> and <confidance>, and you replace the [əns] with [enshəl], the result is a word you should recognize: *confidential*. In any [əns] word that can take [enshəl] this way, you can be sure that the [əns] suffix is *-ence*.

In the middle column below add [enshəl], spelled <ential>, to the verb in the first column. Then in the right hand column add the correct spelling of [əns}:

Verb	Verb + [enshəl]	Verb + [əns]
confide	*confidential*	*confidence*
differ		
exist		
prefer		
refer		
reside		
revere		

3   The table below is just like the preceding one except that rather than starting with a verb, you start with a bound stem:

Bound Stem	Bound Stem + [enshəl]	Bound Stem + [əns]
consequ	*consequential*	*consequence*
evid		
experi		
influ		
sent		

4   Another helpful hint is looking at the stem to which the [əns] has been added. If it is a bound stem, you can be fairly certain that the [əns] is -*ence*. In the right column below add [əns] to the bound stem:

Bound Stem	Bound Stem + [əns]
influ	*influence*
consci	
consequ	
evid	
experi	
innoc	
intellig	
obedi	
pati	
sci	
sil	
viol	

Lesson Twenty-four
More About *-ance* and *-ence*

1 You have seen two patterns that can help you know when to choose *-ence* rather than *-ance*.

     a. Stems that can form adjectives ending in [enshəl] spelled <ential> will form nouns with *-ence*, as in *confidential* and *confidence*.

     b. Bound stems that form nouns ending in [əns] usually take *-ence* , as in *patience*.

It would be easy if we could just say that everyplace else you should choose *-ance*. Alas, it is more complicated than that, though there are some things we can say that can directly help you know when to use *-ance*.

But nouns that end in either *-ence* or *-ance* very often have a partner word, an adjective that ends in either *-ent* or *-ant*. For instance, the noun *confidence* has the partner adjective *confident*. And if a noun ends in *-ence* and has such a partner adjective, the adjective will aways have *-ent.* If a noun ends in *-ance* and has such a partner adjective, the adjective will be have *-ant*.

This doe not directly help us choose between *-ance* and *-ence*, but sometimes we can remember how to spell the adjective but not the noun, or vice versa, so it can help to remember that *-ance* goes with *-ant* while *-ence* goes with *-ent*.

2 Fill in the blanks. Some of the adjectives can also be used as nouns:

Noun	Adjective
assistance	
confidence	
	different
	attendant
consequence	
existence	
	defiant
	convenient

Noun	Adjective
evidence	
resistance	
	independent
	violent
ignorance	
innocence	
	silent
	referent
importance	
intelligence	
	obedient
	patient
residence	
presence	

Lesson Twenty-five
Test Three

Words	Analysis
1.	Prefix + free base + suffix = _____
2.	[k] = _____ [ā] = _____ in the pattern _____
3.	[k] = _____ and _____ Prefix+bound base+suffix = _____
4.	Free stem + suffix = _____
5.	[ks] = _____ Prefix+bound base+suffix = _____
6.	Prefix+free base+suffix = _____
7.	[ō] = _____ [ē] = _____ and _____ in the patterns _____ and _____
8.	Bound base + suffix^1 + suffix^2 = _____
9.	[ī] = _____ in the pattern _____
10.	[yū] = _____ [ē] = _____ [k] = _____

Answers to Test Three

Words	Analysis
1. accountant	Prefix + free base + suffix = ad̸+c+count+ant
2. chaos	[k] = <ch> [ā] = <a> in the pattern V.V
3. consequence	[k] = <c> and <q> Prefix+bound base+suffix = con̸+n+sequ+ence
4. existing	Free stem + suffix = exist+ing
5. experience	[ks] = <x> Prefix+bound base+suffix = ex+peri+ence
6. influence	Prefix+free base+suffix = in+flu+ence
7. obedient	[ō] = <o> [ē] = <e> and <i> in the patterns VCV and V.V
8. patiently	Bound base + suffix[1] + suffix[2] = pati+ent+ly
9. silent	[ī] = <i> in the pattern VCV
10. unique	[yū] = <u> [ē] = <i> [k] = <qu>

Lesson Twenty-six
The Suffixes *-ic* and *-al*

1   The suffixes *-ic* and *-al* can be used to turn nouns into adjectives. Nouns are words that name persons, places, or things and make sense in this blank:

The _____ seemed okay.

Adjectives are words that modify or describe nouns and make sense in this blank:

It's a very _____ thing.

For instance, *prophet* is a noun that names a kind of person; it fits in the noun sentence: "The prophet seemed okay." But if we add the suffix *-ic* to *it*, we get *prophetic*, an adjective that describes nouns and that fits into the adjective sentence: "It's a very prophetic thing."

Person is also a noun: "The person seemed okay." But if we add the suffix *-al,* we get the adjective *personal* : "It's a very personal thing."

2   Combine the nouns and suffixes below to make adjectives:

Noun	Suffix	Adjective
athlete	ic	*athletic*
occasion	al	
profession	al	
patriot	ic	
nation	al	
rhythm	ic	
echo	ic	
accident	al	
education	al	
artist	ic	

3   Now try it the other way around: Each of the following adjectives consists of a noun and either the suffix *-ic* or the suffix *-al*. Analyze each adjective into its noun and suffix.

Watch for final <e>'s that have been deleted:

Adjective	Noun	Suffix
enthusiastic	*enthusiast*	*ic*
democratic		
universal		
normal		
natural		
personal		
rhythmic		
agricultural		
heroic		
original		

4   Sometimes the suffix *-ic* is added to a stem, often a bound stem, to make a noun or an adjective: *crit + ic = critic*. Then the noun will add on the suffix *-al* to make an adjective: *critic + al = critical*. Here are some more that follow this pattern:

Adjective	Stem	Suffix #1	Suffix #2
critical	*crit*	*ic*	*al*
mechanical			
medical			
electrical			
chemical			
historical			
technical			
identical			
musical			
practical			

Lesson Twenty-seven
Another Suffix -al

1   You have seen that one suffix *-al* can be used to make adjectives out of nouns: *instruction* , a noun, becomes *instructional* , an adjective. There is another suffix *-al* that can be used to make nouns out of verbs. A verb is a word that shows action or state of being and that will make sense in a blank like this one:

They will _____ them.

For example, *renew* is a verb: *They will renew them*.

A verb is also a word that changes its form to show changes in time: *Tomorrow they will renew them.* vs. *Yesterday they renewed them*.

A noun is a name of a person, place, or thing and will make sense in a blank like this one:

The _____ seemed okay.

If we add *-al* to the verb *renew* , we make *renewal* , a noun: *The renewal seemed okay.*

2   Combine the verbs and suffixes below to make new nouns. Show any changes:

Verb	Suffix	Noun
commit+*t*	al	*committal*
approve	al	
arrive	al	
dismiss	al	
remove	al	
refer	al	
dispose	al	
bury	al	
propose	al	
try	al	
refuse	al	
sign	al	

3   Which two nouns did you make that had twinning in them?

4   In which two nouns did you have to change a <y> to <i> when you added the suffix?

5   In which six nouns did you have to delete a final <e> when you added the suffix?

5   **Proofreading Quiz**. There are six misspelled words in the following paragraph. Each misspelling involves a double consonant that is there but shouldn't be, or should be there but isn't. Find the six misspelled words, circle them, and spell each one correctly above its misspelling:

Our word *school* comes from an old Greek word that meant "leisure"! That might seem

to be a rather odd begining for a word that referrs to the place where so many people

put in so many hours of work. But the clasical Greek philosophers prefered to think of

leisure as a time for study and learning. So these words all stemed from a Greek word

that meant "a holding back, a rest, leisure": *school, schooling, schoolhouse; scholar,*

scholarly, scholarship, scholastic, scholastically. In all of these words that <ch> speling

of [k] comes from the Greek letter *chi*, which is writen in our alphabet as <ch>

pronounced [k].

Lesson Twenty-eight
Bound Stems with *-ic* and *-al*

1   You have seen that the suffixes *-ic* and *-al* are sometimes added to bound stems. For instance, the word *mechanical* can be analyzed into *-ic* plus *-al* added to the bound stem *mechan* . When *-ic* or *-al* are added to bound stems, it can be hard sometimes to recognize that the suffixes are there. So here are some nouns and adjectives to analyze for practice. They all contain a bound stem plus either *-ic* or *-al,* or both:

Noun or Adjective	Bound Stem + Suffix or Suffixes
mystical	*myst + ic + al*
legal	
medical	
mortal	
mental	
technical	
liberal	
public	
physical	
social	
criminal	
elastic	

2   Now try some the other way around:

Bound Stem + Suffix or Suffixes	Noun or Adjective
myst + ic + al	*mystical*
mechan + ic + al	
chem + ic + al	
loc + al	

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Bound Stem + Suffix or Suffixes	Noun or Adjective
equ + al	
re + al	
princip + al	
republ + ic	
gigant + ic	
capit + al	
com + ic + al	
immort + al	

3 Some of the bound stems in these words are in several other words. For instance, the bound stem *mort* in *mortal* means "death" and is in the following words. Underline the bound stem *mort* in each of them:

mortgage	mortify	mortician	amortize	mortuary

The bound stem in *liberal* is *liber*, "free." Underline it in each of the following:

liberty	liberality	unliberated	illiberal

The bound stem *ment* in *mental* means "mind." Underline it in each of the following:

mentality	demented	mention	comment

The bound stem *myst* means "secret." Underline it in each of the following:

mystical	mysterious	mysticism	mystery	mystify

The bound stem *med* in *medical* means "heal." Underline it:

medication	medicine	remedy	remedial	medics

Lesson Twenty-nine
The Suffixes *-al, -ial,* and *-ual*

1   We have two suffixes spelled <al>. One *-al* changes verbs to nouns: *renew + al =
renewal.* The other *-al* changes nouns and bound bases into adjectives: *incident + al =
incidental* and *capit + al = capital*. Analyze each of the following words into its stem
plus *-al*. Show any changes that took place when the stem and suffix combined. Then
answer the questions in the two right hand columns:

Original Word	Analysis: Stem + Suffix	Is the original word a noun, or is it an adjective?	Is the stem a noun, or is it a verb, or is it bound?
survival	*survivé + al*	*Noun*	*Verb*
dismissal			
principal			
physical			
occasional			
trial			
referral			
natural			
professional			
refusal			
agricultural			
arrival			

2   The suffix *-al* that changes nouns and bound stems to adjectives has two other
forms, *-ial* and *-ual*. We will look at the reasons for these two forms later, but for now
we will just analyze some adjectives that contain them, in order to get used to seeing
and hearing them. Analyze each of the following adjectives into a stem plus either *-ial*
or *-ual* , showing any changes that took place when the stem and suffix combined.
Then answer the question in the right hand column

Adjective	=	Stem + Suffix	Is the stem a noun, or is it bound?
actual	=	*act + ual*	*Noun*
eventual	=		
presidential	=		
commercial	=		
financial	=		
editorial	=		
intellectual	=		
racial	=		
official	=		
usual	=		
individual	=		
annual	=		
spiritual	=		
essential	=		
celestial	=		

Lesson Thirty
The Suffixes Spelled <ly>

1   Each of the italicized words below is either an adjective or a noun. Write 'Adjective' or 'Noun' in the blank at the end of each sentence, depending on what the italicized word is:

    1. Christine is her very best *friend*. _____

    2. She's a very *friendly* person. _____

    3. The store just sent us our *monthly* bill. _____

    4. I thought we paid them off last *month*. _____

    5. Their dog started howling again last *night*. _____

    6. But its howling has become a *nightly* event. _____

    7. Her *father* just got up and left. _____

    8. That's not a very *fatherly* thing to do. _____

2   The four adjectives you just identified all end with the suffix *-ly* that has been added to a noun: *friend* , a noun, becomes *friendly* , an adjective.   There is another suffix that is spelled <ly>. This second suffix *-ly* changes adjectives to adverbs.

    In the sentence *They are bold fighters*, *bold* is an adjective modifying the noun *fighters*.

    In the sentence *They fought boldly, boldly* is an adverb modifying the verb *fought*.

Adverbs come in many different kinds and do many different things, but for now we are interested in just the ones that are made by adding the suffix *-ly* to an adjective. Adverbs that end in *-ly* usually modify verbs, like the adverb *boldly* in the sentence *They fought boldly*. And usually adverbs modify verbs by answering the question, How? How did they fight? They fought boldly.

3   Analyze each of the following adverbs into an adjective plus the suffix *-ly*:

Adverb	=	Adjective	+ Suffix
boldly	=	*bold*	+ *ly*
solemnly	=		+
correctly	=		+
immediately	=		+
equally	=		+
slightly	=		+
regularly	=		+
exactly	=		+
occasionally	=		+
angrily	=		+
accidentally	=		+
joyfully	=		+
necessarily	=		+
sufficiently	=		+
approximately	=		+

4   In the table below you can use one or more of the following suffixes to change each noun into one or more adjectives: *-al, -ate, -ful, -less, -ous, -ual, -y.* Write the adjectives in the Adjective column. Then in the Adverb column change each adjective into an adverb. Watch out for changes that occur when you add the suffixes:

Noun	Adjective	Adverb
accident	*accidental*	*accidentally*
act		
care		
faith		
fortune		
fury		

Noun	Adjective	Adverb
haste		
heart		
joy		
occasion		
origin		
person		
success		
thought		
use		

Lesson Thirty-one
The Suffixes *-ed* and *-ing* with *-ly*

1   The suffix *-ed* adds the meanings "in the past" and "action completed" to verbs:
> They cooked the turkey yesterday. (*-ed* = "in the past")
> The turkey is already cooked. (*-ed* = "action completed")

The suffix *-ing* adds to verbs the meanings "right now, in the present" and "action still going on, action not yet completed."

> They are cooking the turkey right now. (*-ing* = "in the present")
> The turkey was cooking but now it's cooked. (*-ing* = "action not yet completed"; *-ed* = "action completed.")

Using *-ed* to mean the two things it means makes sense, because if something is in the past, probably it is completed, and if it is now completed, it must have happened in the past. Be ready to discuss this question: Why does it make sense to use *-ing* to mean both "in the present" and "action not yet completed"?

2   Once the suffix *-ing* with the meaning "action not yet completed" or
-ed with the meaning "action completed" is added to a verb, we can use that new word as an adjective. And we can add *-ly* to that adjective to make an adverb:

> In the sentence "The puppies entertain us a lot," *entertain* is a verb.
> In the sentence "The puppies are very entertaining," *entertaining* is an adjective modifying *puppies*.
> In "The puppies play entertainingly," *entertainingly* is an adverb modifying the verb *play*.

We can do the same thing with *-ed*:

> In the sentence "His habits disgust her," *disgust* is a verb.
> In "She is very disgusted by his habits," *disgusted* is an adjective modifying *she*.
> In "She described his habits disgustedly," *disgustedly* is an adverb modifying the verb *described*.

3   Analyze each of the following adverbs into a verb plus suffixes. Two of the adverbs have prefixes in front of the verb:

Adverb	Analysis: Verb + Suffixes
disgustedly	*disgust + ed + ly*
charmingly	

Adverb	Analysis: Verb + Suffixes
repeatedly	
surprisingly	
accordingly	
decidedly	
hurriedly	
supposedly	
exceedingly	
disappointingly	

4   Combine the following elements to form adverbs. Show any changes that occur when the elements combine:

Elements	Adverb
enter + tain + ing + ly	*entertainingly*
ad + mit + ed + ly	
ad + prove + ing + ly	
sur + prise + ing + ly	
un + hurry + ed + ly	
inter + est + ed + ly	
pro + mise + ing + ly	
di + stingu + ish + ed + ly	

Lesson Thirty-two
Some Changes with *-ly*

1 Usually when the suffix *-ly* is added to a stem, it just adds on, by simple addition, with no changes. You only need remember that when the stem ends with an <l>, since *-ly* begins with an <l>, there will be an <ll> in the new word: *careful + ly = carefully*, *illegal + ly = illegally*, *cruel + ly = cruelly*.

2   But there are two cases in which changes do occur when *-ly* is added to stems. First, if the stem ends in the letter <c> – especially if it ends in the suffix -ic – and if we were to add the stem and suffix through simple addition, we would get a misspelling, as in: *basic + ly = *basicly*.

What we have to do is insert the suffix *-al* between the stem and the *-ly* : *basic + ly = basic + al + ly = basically*. We insert this *-al* even if we do not have a word that ends in -al, such as **basical*.

3   Analyze the following adverbs, to show this insertion, as we've done with the first one:

Adverb	=	Stem ending in <c>	+	*-al*	+	*-ly*
basically	=	*basic*	+	*al*	+	*ly*
athletically	=		+		+	
democratically	=		+		+	
scientifically	=		+		+	
characteristically	=		+		+	
sympathetically	=		+		+	
artistically	=		+		+	
heroically	=		+		+	
ecstatically	=		+		+	
patriotically	=		+		+	
enthusiastically	=		+		+	
electrically	=		+		+	

Notice the <ll>'s in all of these words: one <l> for the -al, one for the -ly. The only known holdout to this -al insertion is *publicly*.

4   Look at the italicized words in this sentence: "The *babies cried* all during the *trial*." Then fill in the blanks:

   The <y>-to- <i> Rule: When you add a suffix to a stem that ends with a <y> that

   has a consonant letter right in front of it, you change the ____ to ____.

5   Each of the following adverbs has been made by adding -*ly* to an adjective that ended in <y>. In each case when the -*ly* was added, the <y> at the end of the adjective changed to an <i>. Analyze each adverb and show the way the <y> was changed to an <i>, as we've done with he first one:

Adverb	**=**	**Adjective that ends in <y>**	**+ Suffix -*ly***
merrily	=	*merry + i*	+ *ly*
angrily	=		+
busily	=		+
extraordinarily	=		+
uneasily	=		+
icily	=		+
hastily	=		+
satisfactorily	=		+
readily	=		+
heartily	=		+
steadily	=		+
heavily	=		+
necessarily	=		+
ordinarily	=		+
temporarily	=		+

Lesson Thirty-three
Review of Adverbs with *-ly*

1   Use the suffix *-ly* to turn the following nouns, adjectives, and verbs into adverbs. Show the process that it takes to make each word. Sometimes you will have to add one suffix, sometimes more than one.   Remember that you can often use *-less* and *-ful* to turn nouns into adjectives and that you can turns verbs into adjectives by adding *-ed* or *-ing*. Sometimes you may think of two adverbs that you can make from a stem word. If so, go ahead and make both of them. Just squeeze them in somewhere.

Noun, Adjective, or Verb	Process	Adverb
haste	*hasté + ý + i + ly*	*hastily*
accident		
actual		
enthusiastic		
extraordinary		
heart		
origin		
promise		
necessary		
patriot		
success		
thought		
disappoint		
base		
use		
solemn		
satisfactory		
scientific		

Noun, Adjective, or Verb	Process	Adverb
surprise		
person		
sun		
occasion		
angry		
care		
steady		
uneasy		
logic		
immediate		
fortune		
admit		
decide		
busy		
ecstatic		
ice		
faith		

2 Now try some the other way around. Combine the elements you are given to form adverbs:

Elements	Adverb
musé + ic + al + ly	*musically*
in + ex + act + ly	
in + com + rect + ly	
in + stinct + ive + ly	
in + medi + ate + ly	
inter + est + ed + ly	
ordin + ary + ly	
sub + cinct + ly	
in + ex + fect + ive + ly	
un + hurry + ed + ly	
un + doubt + ed + ly	
tempor + ary + ly	

Words	Analysis
1.	Free stem + suffix = _____
2.	Free stem + suffix = _____
3.	Free stem + suffix = _____
4.	Bound base + suffix^1 + suffix^2 = _____
5.	Bound base + suffix^1 + suffix^2 = _____
6.	Free stem + suffix^1 + suffix^2 = _____
7.	Free stem + suffix = _____
8.	Free stem + suffix^1 + suffix^2 + suffix^3 = _____
9.	Free stem + suffix^1 + suffix^2 = _____
10.	Bound base + suffix^1 + suffix^2 + suffix^3 =

Answers to Test Four

Words	Analysis
1. *agricultural*	Free stem + suffix = *agricultur~~e~~ + al*
2. *angrily*	Free stem + suffix = *angr~~y~~ + i + ly*
3. *enthusiastic*	Free stem + suffix = *enthusiast + ic*
4. *medical*	Bound base + suffix^1 + suffix^2 = *med + ic + al*
5. *mystical*	Bound base + suffix^1 + suffix^2 = *myst + ic + al*
6. *occasionally*	Free stem + suffix^1 + suffix^2 = *occasion + al + ly*
7. *original*	Free stem + suffix = *origin + al*
8. *patriotically*	Free stem + suffix^1 + suffix^2 + suffix^3 = *patriot + ic + al + ly*
9. *personally*	Free stem + suffix^1 + suffix^2 = *person + al + ly*
10. *technically*	Bound base + suffix^1 + suffix^2 + suffix^3 = *techn + ic + al + ly*

Lesson Thirty-five
Homophones and Near-Homophones

1   Homophones are two or more words that have different spellings and meanings but sound exactly alike, such as *bare* and *bear*. Near-homophones are two or more words that have different spellings and meanings and sound very much alike, though not exactly, such as the nouns *refuse* "garbage, rubbish" and *refuge* "haven, protection."

2   Many homophones and near-homophones involve the spellings <s>, <c>, <sc>, and the sounds [s] and [z], like the following twenty-four sets:

advice, advise
cell, sell
cellar, seller
cent, sent, scent
cereal, serial
cite, sight, site
conscience, conscious
cymbal, symbol
decent, descent
device, devise
discuss, discus
hiss, his

loose, lose
mussel, muscle
phase, faze
please, pleas
pries, prize
prose, pros
quarts, quartz
recent, resent
refuse, refuge
sects, sex
sic(k)s, six
vice, vise

Sort the sets into the following groups:

Homophones		Near-homophones

3 Two of the sets are homophones involve different spellings of [ks]. Write the second set into the following table:

sects, sex	

4 Two of the sets are homophones involve different spellings of the sound [z]:

5 Nine of the sets are homophones involve different spellings of the sound [s]:

6 Six of the sets of near-homophones contain words with [z] spelled <s>:

7 Two of the sets of near-homophones involve shifting the stress from the first to the second vowel:

8 One of the sets of near-homophones involves an [n] near the end of one of the words that can easily get lost:

Lesson Thirty-six
More About Homophones and Near-homophones

1   Here are the sets of homophones and near-homophones with which you worked in the previous lessons:

advice, advise
cell, sell
cellar, seller
cent, sent, scent
cereal, serial
cite, sight, site
conscience, conscious
cymbal, symbol
decent, descent
device, devise
discuss, discus
hiss, his

loose, lose
mussel, muscle
phase, faze
please, pleas
pries, prize
prose, pros
quarts, quartz
recent, resent
refuse, refuge
sects, sex
sic(k)s, six
vice, vise

2   Six of the sets contain a word that ends with one of the suffixes *-s* or *-es.* Write them into the right column below and analyze each into its stem and suffix. Then in the right column write in the other word in each of the six sets:

Word = Stem + suffix	Other words in the set
pleas = plea + s	*please*

3   In three of the words in the "Other words" column the final <e> is insulating an <s> or a <z>. Write the three below:

4   In two of the other words the letter <x> is spelling [ks]:

5   The short paragraphs below describe six of the sets. Read each description and then after it write in the words that make up that set:

i. *Cent* comes from a Latin word that means "one hundred," because there are a hundred cents in a dollar. The base *cent* occurs in other words that have the meaning "one hundred" or "one-hundredth": *century, centimeter, centennial,* and *percent. Sent* is the past tense and past participle of *send* , which also starts with <s>. *Scent* "aroma, smell" used to be spelled <sent>. In the 17th century people began adding the <c>, and no one is quite sure why. The three words in this set are

ii. *Cereal* "grasses and their grains used as food" comes from the name *Ceres,* who was the Roman goddess of agriculture. *Serial* analyzes to *seri+al*. The base *seri* carries the root meaning "to join" and occurs in the word *series,* which also begins with <s>. The two words in this set are

iii. *Mussel* "a shellfish" used to be spelled just like *muscle.* The spelling with <ss> is quite recent. Both words derive from a Latin word that meant "little mouse." The connection between mice and muscles is apparently that when you flex your muscles, it looks like little mice running under your skin. The connection between mice and mussels is apparently their color and shape. The two words in this set are

iv. *Symbol* "sign, representation" analyzes to *syn+m+bol* and carries the root meaning "throw together with." *Cymbal* "a musical instrument" comes from a Greek word that meant "bowl," and a cymbal looks like a shallow bowl turned upside down. The two words in this set are

v. *Phase* "a stage of development" comes from a Latin word that meant "appearance, show" and occurs in *emphasis*. It is related to the bases in words like *phantom* and *phenomenon*. *Faze* "to disconcert, to cause to be disturbed" is actually a form of an old word, *feeze* "drive," which we no longer use. The two words in this set are

vi. *Sight* comes from an Old English word that meant "something seen." Both *sight* and *seen* start with <s>. *Site* "location, place, position" also occurs in the word *situate*. *Cite* "to quote, honor" comes from a Latin word that meant "to set in motion, to call." It also occurs in *citation, excite, recite,* and *resuscitate*. The three words in this set are

Lesson Thirty-seven
The Suffix *-ion*

1   The suffix *-ion* is used to turn verbs into nouns. Analyze each of the following nouns into verb plus *-ion* :

Noun	=	Verb	+	Suffix
oncentration	=	concentraté	+	*ion*
subtraction	=		+	
collection	=		+	
communication	=		+	
perfection	=		+	
infection	=		+	
invention	=		+	
possession	=		+	
supervision	=		+	
appreciation	=		+	

2   Try some the other way around. Add *-ion* to each of the following verbs to turn them into nouns:

Verb	+	Suffix	=	Noun
educaté	+	*ion*	=	*education*
instruct	+		=	
legislate	+		=	
contribute	+		=	
accommodate	+		=	
constitute	+		=	
express	+		=	
demonstrate	+		=	

Verb	+	Suffix	=	Noun
restrict	+		=	
distribute	+		=	
decorate	+		=	
indicate	+		=	

3   You've seen that *-ion* is very often added to free stems – namely, verbs – to turn them into nouns. It is also often added to bound stems – again to turn them into nouns. Analyze each of the following nouns into bound stem and *-ion*:

Noun	=	Bound Stem	+	Suffix
occasion	=	*occas*	+	*ion*
mention	=		+	
ambition	=		+	
recognition	=		+	
dimension	=		+	
fraction	=		+	
proportion	=		+	
fiction	=		+	
function	=		+	
precaution	=		+	

4   The suffix *-ion* is used to turn verbs into _____. It is also added to _____

 to make nouns.

Lesson Thirty-eight
More About -ion

1 Sometimes *-ion* is added to a bound stem that is closely related to a verb. For instance, in *satisfaction -ion* is added to the bound stem *satisfact* . And *satisfact* is closely related to the verb *satisfy* : When you are satisfied, you feel satisfaction.

In the table below analyze each of the nouns into a bound stem plus *-ion.* Then in the Related Verb column write in the verb. To help you with the correct spelling, the related verbs are all listed here so that all you have to do is find each one and write it into its proper blank in the Related Verb column:

admit	decide	explode	permit	repeat
apprehend	describe	extend	receive	satisfy
commit	divide	introduce	recognize	suspect

Noun	Analysis: Bound stem + suffix	Related Verb
satisfaction	*satisfact + ion*	*satisfy*
admission		
decision		
repetition		
introduction		
extension		
description		
commission		
reception		
division		
recognition		
apprehension		
explosion		
permission		
suspicion		

2 You have seen that the suffix -ion is often added to verbs that end with the suffix -ate, as in educate, education, and legislate, legislation. Because so many nouns end in <ation> people began to use -ation as a single suffix for forming nouns. Often the -ation is added to a verb. Analyze the nouns below into verb plus -ation , showing any changes that occur:

Noun	=	Verb	+ Suffix
admiration	=	admire	+ ation
civilization	=		+
determination	=		+
examination	=		+
information	=		+
limitation	=		+
observation	=		+
recommendation	=		+

3   Like -ion , -ation is also sometimes added to a bound stem, usually one that is closely related to a verb. Analyze each of the following nouns into a bound stem plus -ation. Then for each noun other than indignation fill in the related verb. Again, the related verbs are listed below:

acclaim   explain   reveal
apply   occupy
exclaim   proclaim

Noun	Analysis: Bound stem + suffix	Related Verb
acclamation	acclam + ation	acclaim
occupation		
application		
proclamation		
revelation		
explanation		

Noun	Analysis: Bound stem + suffix	Related Verb
exclamation		
indignation		

4   The double suffix *-ation* is often added to _____ and _____

to make _____.

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

1 You can hear the sound [sh] at the beginning and end of the word *shush* . One of its best known spellings, not too surprisingly, is <sh>. Underline the letters that spell [sh] in the following words:

shepherdess	horseshoe	accomplished	sheriff
nourish	kinship	shocking	friendship
selfish	shrieked	aftershock	publisher
shoulder	distinguish	shudder	vanish

2 Sort the words into these two groups:

Words with [sh] spelled <sh> at the . . .

front of an element	end of an element

3 One common spelling of [sh] is ____, which usually comes at the _____ or at the

_____ of an element.

4   The following words contain two other spellings of [sh] that are not so common as <sh>. Eleven of the words contain [sh] spelled Way #1, and four words contain [sh] spelled Way #2. Underline the letters that spell [sh] in each word and then sort the words into the two different groups described below:

chivalry	chaperon	schlemiel
crochet	schwa	machine
schnook	champagne	chauffeur
parachute	mustache	pistachio
chagrin	schlock	nonchalant

5   **Words with [sh] spelled . . .**

Way #1		Way #2

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

Lesson Forty
Very Often [sh] is Spelled <t>

1 Although we usually think of <sh> as the way [sh] is spelled, actually it is most often spelled <t>. You can see and hear [sh] spelled <t> in the middle of the word *nation*.

In some of the following words [sh] is spelled <t>; in some it is spelled differently. Underline the letters that are spelling [sh] in each word:

educational	presidential	prescription	accommodation
impatience	initial	repetition	fraction
indication	possession	inventions	dimension
expression	quotation	exclamation	affectionately
missionaries	extension	subtraction	deletion

2   Sort the words into these two groups:

Words in which [sh] . . .

is spelled <t>		is not spelled <t>

3   The <t> spelling of [sh] is very common, but it only occurs in a certain place in a word. Here are a number of words that contain <t>. Sometimes the <t> spells [sh]; sometimes it does not. In the column labeled '<t> spells' write out the sound that <t> spells in each word, as we have done with *judgement* and *partial* :

Words	<t> spells	Words	<t> spells	Words	<t> spells
judgement	[t]	mustache		association	
partial	[sh]	conventional		technical	
affection		initial		proportion	
traffic		nonchalant		examination	
nation		extension		reception	
impatience		incorrect		deletion	
educated		education		appreciation	

4 Sort the words from question #3 into this matrix:

Words in which <t> . . .

	spells [sh]	does not spell [sh]
Words with the <t> at the front or the end		
Words with <t> in the middle		

5 In the words in his matrix does the letter <t> ever spell the sound [sh] at the front or

the at the end of a word? _____

6   Whenever <t> spells [sh], where is it in the word? _____

7   The letter <t> **never** spells [sh] at the beginning or end of a word. It only spells [sh] somewhere in the middle. In fact, <t> only spells [sh] right at the boundary between the stem and a suffix, **always**.

Lesson Forty-one
Where and When [sh] is Spelled <t>

1 Is [sh] ever spelled <t> at the beginning of a word? _____   Is [sh] ever spelled <t>

at the end of a word? _____

2   Here are some words in which [sh] is spelled <t>. In each word mark the two letters
following the <t> that spells [sh], either 'v' or 'c' for vowel or consonant, as we have
done with *ambition* :

ambition vv	partial	contribution	indignation
association	quotient	repetition	constitution
conventions	proportion	affectionately	restrictions
fractions	subtraction	prescription	quotation
deletion	impatience	reception	immigration

3   You should have found that in every word there was always the same pattern

following the <t>. Was it CC, CV, VV, or VC? _____

4   Whenever <t> spells [sh] it is always followed by two vowels. The vowel right after

the <t> is always the same one. What is it? _____

5   Whenever [sh] is spelled <t>, the <t> is always followed by two vowels, and the first
of the two vowels is always an <i>. That pattern explains why <t> spells [t] in the first
word in each of the following pairs but it spells [sh] in the second word:

<t> spells [t]	<t> spells [sh]
native	nátion
receptive	reception
parting	partial
deleted	deletion
immigrated	immigration

fractal	fraction
affecting	affection

6   In the words in the right column above is the <t> always followed by an <i> and

another vowel? _____   In the words in the left column is the <t> ever followed by an

<i> and another vowel? _____

7   In the right column what sound does <t> spell? _____   In the left column what

sound does <t> spell? _____

8   In each of the words in the right column, mark the vowel that has heavy stress, as
we have done with *nation*.   Does the <i> and the next vowel after the <t> that spells
[sh] ever have heavy stress on it? _____

When [sh] is spelled <t>, the two vowels after the <t> will **always** be unstressed.

9   In each of the following words [sh] is spelled <t> and each one ends with the suffix
-ion. Analyze each word into its stem and *-ion*, showing any changes that occurred
when the stem and suffix combined. Most of the stems are free, but one is bound. Be
sure to show any final <e> deletions:

Word	=	Stem + Suffix *-ion*
legislation	=	*legislate + ion*
indication	=	
calculation	=	
restriction	=	
contribution	=	
appreciation	=	
precaution	=	

Lesson Forty-two
More Spellings of [sh]: <c>, <sc>, <ss>, and <s>

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

expression   official   dimension   conscience

social   suspicious   succession   missionary

consciously   financial   electrician   possession

racial   intermission   apprehension   specially

extension   suspension   sufficiently   mansion

2   Sort the words into these four groups:

Words with [sh] spelled . . .

<c>	<s>	<ss>	<sc>

3   Look carefully at your four groups of words and answer the following questions:

a. When [sh] is spelled <s>, <c>, <sc>, or <ss>, are the next two letters always

vowels or consonants or what? _____

b. What letter always comes right after the <s>, <c>, <sc>, or <ss>? _____

c. Do the vowels after the <s>, <c>, <sc>, or <ss> have weak stress or heavy

stress? _____

4   There is one more spelling of [sh]. Underline the letters that spell [sh] in these
words:

        sugar   assured   insurance

        fissure   pressure   issue

        tissue   censure   sure

In these words (and pretty much these words only) [sh] is spelled <s> or <ss> with no
<i> or second vowel following.

a. In these words what letter always comes after the <s> or <ss>? _____

b. What letter almost always comes after that one? _____

5   In each of the following pairs of words the <t>, <c>, <s>, <ss>, and <sc> sometimes
spell [sh] and sometimes do not. Be ready to discuss why they do not spell [sh] in those
words in which they do not:

social	society
prediction	predicting
finances	financial
official	office
completion	complete
conscience	science
physician	physical
recess	recession
description	descriptive
patent	patient
partial	part

6   Eight ways of spelling [sh] are _____, _____, _____, _____, _____, _____, _____, and

_____.

7   Those spellings of [sh] that are **always** followed by an unstressed <i> and another

unstressed vowel are _____, _____, _____, _____, and _____.

Lesson Forty-three
Test Five

Words	Analysis
1.	[ĭ] = _____ [t] = _____ Verb + suffix = _____
2.	[sh] = _____ Prefix + bound stem = _____
3.	[sh] = _____ Prefix + bound base + suffix = _____
4.	[sh] = _____ [ks] = _____ [t] = _____
5.	[sh] = _____ Bound base + suffix = _____
6.	[sh] = _____ Prefix + free stem + suffix = _____
7.	Prefix + bound base + suffix[1] + suffix[2] = _____
8.	[sh] = _____
9.	[sh] = _____ Free stem + suffix = _____
10.	[sh] = _____ Free stem + suffix = _____

Answers to Test Five

Words	Analysis
1. *sighted*	[ī] = <u><i></u> [t] = <u><ght></u> Verb + suffix = <u> sight + ed </u>
2. *conscious*	[sh] = <u><sc></u> Prefix + bound stem = <u> com̸ + n+ scious </u>
3. *exclamation*	[sh] = <u><t></u> Prefix + bound base + suffix = <u> ex + clam + ation </u>
4. *extension*	[sh] = <u><s></u> [ks] = <u><x></u> [t] = <u><t></u>
5. *fraction*	[sh] = <u><t></u> Bound base + suffix = <u> fract + ion </u>
6. *immigration*	[sh] = <u><t></u> Prefix + free stem + suffix = <u> in̸ + m + migrate̸ + ion </u>
7. *impatiently*	Prefix + bound base + suffix^1 + suffix^2 = <u> in̸ + m + pati + ent + ly </u>
8. *initial*	[sh] = <u><t></u>
9. *possession*	[sh] = <u><ss></u> Free stem + suffix = <u> possess + ion </u>
10. *publisher*	[sh] = <u><sh></u> Free stem + suffix = <u> publish + er </u>

Lesson Forty-four
Review of [k]

1 Each of the following words contains at least one [k] sound. Underline the letters that spell [k] in each word:

kinship	ecstatically	accommodation	acquittal
consciously	antique	acquired	technician
o'clock	sketchily	consequence	liquid
occurred	chemical	picturesque	collection
acquaintance	quickly	ankle	uniquely
architect	calculator	panicked	physique
consequential	donkey	accomplishment	rhythmically
recognized	stomach	occupational	provoking

2 Sort the thirty-two words into the following groups. You should have found eight different spellings of [k]. We have written one of those spellings at the head of one of the columns in the table below. You are to write those spellings at the top of the columns. Some words go into more than one group. When you are finished, several of the blanks will be empty:

Words with [k] spelled . . .

<k>			

<k>			

Words with [k] spelled . . .

3   Analyze the following words to show the reason for the spelling of [k] in each:

Word	=	Analysis
occurred	=	
acquired	=	
panicked	=	
accommodation	=	
picnicking	=	
acquittal	=	

4   What sounds does <x> spell in each of the following words?

Word	<x> spells
expression	
complexity	

Word	<x> spells
sixteen	
excitement	
exceeding	

Lesson Forty-five
Review of Suffixes

1   A suffix is _____

_____

2   Each of the following words contains one or more suffixes. Sort them into the groups. Some words will go into more than one group:

provokingly	consequently	expression	sketchily
occurrence	usual	rhythmically	profession
collection	acquaintance	racial	recognizance
chemical	fictional	eventual	ecstatically
acquittal	consequence	defiance	two-dimensional

Words with the suffix . . .

-al	-ance	-ence	-ial

Words with the suffix . . .

-ic	-ion	-ly	-ual

3 Analyze the following words into stem plus suffixes. Remember that some have more than one suffix. Be sure you show all of suffixes in your analyses, and show any changes that occur when elements are added together:

Word	=	Stem	+	Suffix or suffixes
provokingly	=	*provoké*		*+ ing + ly*
occurrence	=		+	
collection	=		+	
rhythmically	=		+	
acquittal	=		+	
consequential	=		+	
usual	=		+	
defiance	=		+	
sketchily	=		+	
racial	=		+	
eventual	=		+	
recognizance	=		+	

Lesson Forty-six
Review of [sh]

1   Underline the letters that spell [sh] in each of the following words:

kinship	assured	physician	two-dimensional
nonchalantly	schwa	expression	technician
accommodations	accomplishment	schlemiel	professional
consequential	machine	shoulder	distinguish
insurance	occupational	mustache	quotation
unconsciously	demonstration	noruish	collections
decoration	extension	constitution	racial

2   You should have found eight different spellings of [sh], one of them being <t>. Label each of the columns below with one of the spellings, as we have done with the column labeled <t>. Then sort the words into the groups. Some words go into more than one group. Again, when you finish, several blanks will still be empty:

Words with [sh] spelled . . .

<t>			

Words with [sh] spelled . . .

3 How is [sh] spelled in the word *complexion*? _____

_____

4 Where does the <sh> spelling of [sh] usually come in elements? _____

_____

5 Where does the <t> spelling of [sh] come in words? _____

_____

_____

Lesson Forty-seven
More Homophones

1 **Principle, principal.** The noun *principle* means "a general law, rule, or truth." The adjective *principal* means "main, most important"; the noun *principal* means "a chief or head, the director of a school; a sum of money." The base *princip* in each word carries the root meaning "prince" and comes from two earlier elements meaning "first taker." The <le> in *principle* comes from Old French.

   Principal analyzes to *princip+al*, the *-al* being the suffix that forms adjectives from nouns and bound stems, as in *universal* and *liberal*. It may help sort these two out to remember the sentence, "Our princi**pal** is my **pal**."

Cross out the incorrect form:
   a. The (principal, principle) of our school is over six feet tall.
   b.   Drinking and dancing are against her personal (principals, principles).
   c.   The (principal, principle) partner in their law firm is a man of high (principals, principles).

2 **Capital, capitol.** The adjective *capital* means much the same as the adjective *principal* , "main, most important." It also refers to money and financing. The noun *capital* refers to the city in which a state or national government is located. It also refers to money and financing and to uppercase letters. *Capital* analyzes to *capit+al*; *capitol* analyzes to *capit+ol*. In each case, the base *capit* means "head, money", as in *decapitate* , "to remove one's head." and *capitalist* "one who invests capital in business."

   Capitol is not used as an adjective, and as a capitalized noun it refers to the building in Washington D.C. where Congress meets. It also is used in lowercase to refer to similar buildings in state capitals. Remember that *capital* is a city, *capitol* is a building. It may help to sort these two out to remember the sentence, "There is a dome on the capitol, and there's an **<o>** in *dome* and *capitol."*

   a. The (capital, capitol) of Washington state is Olympia.
   b. The (Capital, Capitol) of the United States is in Washington D.C., which is the nation's (capital, capitol).
   c. He invested his (capital, capitol) is stocks and bonds.

3 **Desert (*v.*), desert (*n.*), dessert (*n.*)** The verb *desert* "to abandon" and the noun *dessert* "the final course of a meal" are homophones.   The verb *desert* and the noun *desert* "a barren place" are homographs. Their pronunciations differ only in which vowel has stress: As usual, the noun has stress on the first vowel, the verb has stress on the second. Both *desert*'s analyze to the prefix *de-* "removal, separation" plus the base *sert* "attach, join, discuss." The base *sert* also occurs in *insert* and *exert*.

Dessert analyzes to the French prefix *des-* "removal" and a different *sert* , this one meaning "serve. Desserts are called desserts because they were the last course, marking the removal of the meal service. Some people keep *dessert* distinct from *desert* with the saying, "We had **s**trawberry **s**hortcake for de**ss**ert": two <s>'s in "strawberry shortcake," two <s>'s in *dessert*.

       a. He was afraid they were going to (desert, dessert) him.
       b. They had ice cream for (desert, dessert).
       c. The (desert, dessert) of Arizona is very hot during the day but it can be quite chilly at night.

4   **Council, counsel.** The noun *council* means "meeting, assembly." The noun *counsel* means "advice, consultation"; it also is used to refer to one's lawyer in a trial. As a verb *counsel* means "to offer advice, to consult with." *Council* analyzes to the French prefix *coun-*, which is a form of our prefix *com-* "with, together," plus the base *cil* "call." *Cil* is a form of the base *cile* in *reconcile.*
  Counsel has that same prefix *coun-* with the base *sel*, which comes from a Latin word that meant "to consult." In fact, the *sult* in *consult* and the *sel* in *counsel* are closely related. Remembering that <s> in *consult* should help you remember the <s> in *counsel*.

       a. The Student (Council, Counsel) deals with certain discipline problems.
       b. Her (council, counsel) and advice are usually very good.
       c. At his trial his (council, counsel) told him to keep his mouth shut.

5   **Compliment, complement.** The noun *compliment* means "a statement of praise or regard"; the noun *complement* means "something that completes, makes better." Both can be used as verbs. *Compliment* analyzes to *com+pli+ment*. The bound base *pli* is a form of the base in *comply.*
  Complement analyzes to *com+ple+ment* , and its base *ple* carries the root meaning "fill." The base *ple* is related to the base in *complete*, both with <e>'s.

       a. She was obviously pleased with the nice (complement, compliment).
       b. The new couch (complements, compliments) their other living room furniture.
       c. He had two (complementary, complimentary) tickets to the ball game.

Lesson Forty-eight
Test Six

Words	Analysis
1.	[k] = _____ [sh] = _____ Prefix^1 + prefix^2 +free base+suffix^1+suffix^2+suffix^3 = _____
2.	[k] = _____ Verb + suffix = _____
3.	[k] = _____
4.	Prefix + bound base + suffix^1 + suffix^2 = _____
5.	Prefix+free base+suffix^1+suffix^2+suffix^3 = _____
6.	[ks] = _____ Prefix + free base + suffix = _____
7.	[sh] = _____ Free base + suffix^1 + suffix^2 = _____
8.	[k] = _____ Prefix + bound base + suffix = _____
9.	[r] = _____ Free stem + suffix = _____
10.	[l] = _____ Free stem + suffix^1 + suffix^2 =

Answers
Test Six

Words	Analysis
1. *accommodations*	[k] = <u>*<cc>*</u> [sh] = <u>*<t>*</u> Prefix[1] + prefix[2] +freebase+suffix[1]+suffix[2]+suffix[3] = <u>*ad+c+com+modé+até+ion+s*</u>
2. *acquittal*	[k] = <u>*<cq>*</u> Verb + suffix = <u>*acquit+t+al*</u>
3. *stomach*	[k] = <u>*<ch>*</u>
4. *collections*	Prefix + bound base + suffix[1] + suffix[2] = <u>*com+l+lect+ion+s*</u>
5. *ecstatically*	Prefix+free base+suffix[1]+suffix[2]+suffix[3] = <u>*ex+c+staté+ic+al+ly*</u>
6. *expression*	[ks] = <u>*<x>*</u> Prefix + free base + suffix = <u>*ex+press+ion*</u>
7. *racially*	[sh] = <u>*<c>*</u> Free base + suffix[1] + suffix[2] = <u>*racé+ial+ly*</u>
8. *recognize*	[k] = <u>*<c>*</u> Prefix + bound base + suffix = <u>*re+cogn+ize*</u>
9. *rhythmic*	[r] = <u>*<rh>*</u> Free stem + suffix = <u>*rhythm+ic*</u>
10. *usually*	[l] = <u>*<ll>*</u> Free stem + suffix[1] + suffix[2] = <u>*usé+ual+ly*</u>