# Book Eight

**Lesson One**
**How Do You Spell [s]?**

1   You can hear the sound [s] at the beginning, in the middle, and at the end of the word *success* . In *success* [s] is spelled three different ways: <s>, <c>, and <ss>. About 97% of time [s] is spelled one of those three ways. Underline the letters that spell [s] in each of the following words:

| | | | |
|---|---|---|---|
| scratch | immigrants | smoky | situation |
| asphalt | collapse | mathematics | radius |
| impulse | demonstrate | immense | analysis |
| status | schedule | scandal | distinguish |
| adults | dangerous | destroy | courageous |
| dispatch | desserts | congested | symphony |
| instruction | squeezed | seizure | emphasis |

2   Sort the twenty-eight words into the following three groups.  Some words go into more than one group:

**Words with [s] . . .**

| at the front | in the middle | at the end | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

3   In all of these words [s] is spelled _____.  The sound [s] is spelled this way about

75% of the time.

4   The <s> spelling of [s] often occurs in consonant clusters – that is, with one or more consonants before or after it.   Nineteen of the words above contain [s] spelled <s> in a consonant cluster. List the words in the blanks below and underline the cluster that contains the <s> that spells [s] in it:

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

5   We often use a silent final <e> to insulate a single <s> so that it does not come at the end of a base and look like an -s suffix – as in words like *lapse*  and *tense* (compare the plurals *laps*  and *tens* ).  Very few free bases end in [s] spelled with a single <s>. The only common ones are *this, bus, us, gas, canvas, chaos, sis, plus, yes.*

Usually when the <s> spelling of [s] comes at the very end of a word without the insulating final <e>, it is either the -s  suffix – as in verbs like *obstructs*  or plural nouns like *contracts* – or it is part of a suffix like -ous, -us, or -ics – as in words like *courageous*, *radius*, and *mathematics.*  Analyze the following words into stem plus suffix:

| Word | = | Stem | + | Suffix |
|---|---|---|---|---|
| instructs | = |  | + |  |
| courageous | = |  | + |  |
| mathematics | = |  | + |  |
| status | = |  | + |  |
| scandalous | = |  | + |  |
| adults | = |  | + |  |
| immigrants | = |  | + |  |
| dangerous | = |  | + |  |
| chorus | = |  | + |  |
| radius | = |  | + |  |

## Lesson Two
## Sometimes [s] is Spelled <ss>

1   The sound [s] is most often spelled <s>, but it is often spelled <ss>. Underline the <ss> spellings of [s] in the following words.  Don't worry for now about the check mark:

| | | | |
|---|---|---|---|
| abyss | assimilation | forgiveness | lioness |
| associate✔ | compress | caress | messenger |
| bussing | neighborliness | gassed | dangerousness |
| foreignness | ambassador | misscheduled | misspelling |
| dissatisfaction | processor | recess | dissension |
| venerableness | missile | fussy | plusses |

2   Two of the twenty-four words above have <ss> because of the full assimilation of the prefix *ad-* when it was added to a stem that started with <s>.  List the two below in the Words column and then analyze them into prefix plus stem and show the full assimilation. As you do them check them off the list above:

| Words | Anlysis: Prefix + Stem |
|---|---|
| *associate* | *ad̸ + s + sociate* |
| | |

3   It is rare for <ss> to be due to twinning, for so few free bases end in a single <s>. But three of the twenty-four words above have <ss> due to twinning. List them below, analyze them to show the twinning, and check them off the list above:

| Word | Analysis:  Stem + Suffix |
|---|---|
| | |
| | |
| | |

4   Four of the twenty-four words have <ss> due to simple addition when the prefix *dis-* or *mis-* was added to a stem that started with <s>. List them below, analyze them to

show the simple addition, and check them off the list above:

| Word | Analysis:  Prefix + Stem |
|------|--------------------------|
|      |                          |
|      |                          |
|      |                          |
|      |                          |

5   Although the sound [s] is never spelled <ss> at the beginning of words or elements, it is often spelled <ss> at the very end of words. Ten of the twenty-four words above end with <ss>. Five of them end with the same suffix.  List those five below; analyze each into stem plus suffix or suffixes, and check them off the list above:

| Word | Analysis: Stem + Suffix(es) |
|------|------------------------------|
|      |                              |
|      |                              |
|      |                              |
|      |                              |
|      |                              |

6   The remaining five words that end in <ss> all have short vowels right in front of the [s] so the <ss> spelling makes a regular VCC pattern.  Write those five into the table below and check them off the list:

|  |  |  |
|--|--|--|
|  |  |  |

7   Also, there should be five words remaining on your list of twenty-four words that contain <ss> in the middle; all five have short vowels in front of the [s]. Write the five words below and mark the VCC pattern in each one:

|  |  |  |
|--|--|--|
|  |  |  |

# Lesson Three
## More About [s] at the End of Words

1   The following words all end with a base that itself ends with the sound [s].  In each case [s] is spelled <ss> or it is spelled <s> with an insulating final <e>. Words marked *n.* are nouns.  Sort the words into the matrix:

| | | | |
|---|---|---|---|
| intense | collapse | fuss | impulse |
| abyss | excuse (*n.*) | reverse | purchase |
| merchandise (*n.*) | dispense | caress | surpass |
| false | release | abuse (*n.*) | geese |
| dismiss | possess | immense | kiss |

### Words that end with [s] spelled . . .

| | <s> with an insulating <e> | <ss> |
|---|---|---|
| **Words that end with a base and have a stressed short vowel right in front of the final [s]** | | |
| **Words that end with a base but do not have a stressed short vowel right in front of the final [s]** | | |

2   In bases that end in an [s] sound spelled either <se> or <ss>, if there is a stressed

short vowel sound right in front of the final [s], the [s] will be spelled _____.   Otherwise,

the [s] will be spelled _____ with an insulating _____.

3   Remember: In English we tend to avoid ending words with a single <s> that comes at the end of a base.  To keep the single <s> from coming at the end, sometimes we double the <s> (as in *fuss* or *caress*).  Sometimes we add a final <e> (as in *intense* or *impulse* ).  In words like *intense* and *impulse*  the final <e> is not marking a long vowel, or a soft <c> or a soft <g> or a voiced <th>. It is just insulating the <s>, keeping it from coming at the end of the base and word.

4   There are four very common bases that end <ss> and that often come at the end of words and free stems. Two of them are free bases: *pass*, with an original meaning "step, pace"; *press*, "press, squeeze".  Two of them are bound bases: *cess*, with an original meaning "go"; *miss*, with an original meaning "let go, cause to go."

Each of the following words contains one of these four bases. Analyze the words into their elements as given in the Formula column: 'P' means "Prefix," 'FB' means "Free Base," 'BB' means "Bound Base," 'S' means "Suffix":

| Word | Formula | Analysis |
|---|---|---|
| impressively | $P + FB + S^1 + S^2$ | |
| submissive | $P + BB + S$ | |
| accessed | $P + BB + S$ | |
| surpassing | $P + FB + S$ | |
| expressive | $P + FB + S$ | |
| processor | $P + BB + S$ | |
| missiles | $BB + S^1 + S^2$ | |
| passage | $FB + S$ | |
| excessive | $P + BB + S$ | |
| abscessed | $P + BB + S$ | |
| underpass | $P + FB$ | |
| trespassing | $P + FB + S$ | |

# Lesson Four
## Another Suffix with <ss>

1   You've seen that in many words the sound [s] is spelled <ss> in the suffixes
*-less*  and *-ness*.  Another suffix that ends <ss> is *-ess*, which adds the meaning
"female, feminine" to nouns: *host*  "male who receives guests" + *ess* = *hostess*  "female
who receives guests"

Today we are less anxious to distinguish between males and females in our words than
people were in the past.  In fact, some people find words ending in *-ess*  to be
offensive, and many of the *-ess*  words are falling out of use.  But we still do use a
number of words that contain *-ess*  and thus the <ss> spelling of [s].

Analyze each of the following nouns into stem noun and suffix. Show any changes that
took place when the suffix and stem combined:

| Noun | = | Stem Noun | + Suffix |
|------|---|-----------|----------|
| hostess | = | *host* | + *ess* |
| lioness | = | | + |
| goddess | = | | + |
| princess | = | | + |
| countess | = | | + |
| poetess | = | | + |

2   Now try some the other away around. Add the suffix *-ess*  to the stem nouns to form
new nouns, showing any changes:

| Stem Noun | + | Suffix | = | Noun |
|-----------|---|--------|---|------|
| priest | + | | = | |
| giant | + | | = | |
| steward | + | | = | |
| shepherd | + | | = | |
| prince | + | | = | |
| god | + | | = | |

3  Sometimes, when  -ess  is added to a male noun that ends in the suffixes -*er*  or -*or*, an unusual deletion occurs:  *waiter* + *ess*  =  *waitér* + *ess*  =  *waitress* ;  *actor* + *ess*  = *actór*  + *ess*  = *actress.*   In these cases when the -*ess*  is added, we delete the <e> or <o> in front of the final <r>. Analyze the following words to show that change:

| Noun | = | Stem Noun | + Suffix |
|---|---|---|---|
| waitress | = | *waitér* | + *ess* |
| actress | = | *actór* | + *ess* |
| tigress | = | | + |
| huntress | = | | + |
| enchantress | = | | + |
| eldress | = | | + |
| temptress | = | | + |
| mistress | = | | + |

4  In the male nouns ending in -*er*  or -*or*  that you have worked with so far, the -*ess* was added to the male noun.   Sometimes, however, the -*ess*  is added to the same stem to which the -*er*  or -*or*  is added to form the male noun, as with the stem *sorcer*  in the table below.  Write out the male and female nouns in the two right hand columns and be ready to talk about any changes that too place:

| Stem | Male Noun: Stem plus -*er*  or -*or* | Female Noun: Stem plus -*ess* |
|---|---|---|
| sorcer | *sorcerer* | *sorceress* |
| murder | | |
| govern | | |
| adventure | | |
| launder | | |

**Lesson Five**
**Sometimes [s] is Spelled &lt;c&gt;, Sometimes &lt;sc&gt;**


1   The sound [s] is spelled &lt;s&gt; or &lt;ss&gt; about eight times out of ten. The rest of the time it is usually spelled &lt;c&gt;.

The letter &lt;c&gt; spells the sound [s] only when it is followed by the letters ____, ____, or

____.  When the letter &lt;c&gt; spells the sound [s], it is called _____.


2   Whenever &lt;c&gt; spells [s], there will be an &lt;e&gt;, &lt;i&gt;, or &lt;y&gt; following it. But the problem is that often [s] is spelled with an &lt;s&gt; with an &lt;e&gt;, &lt;i&gt;, or &lt;y&gt; after it, too. Read the following pairs of words aloud and look at how [s] is spelled in each of them:

| | |
|---|---|
| sell | cell |
| sent | cent |
| serial | cereal |
| site | cite |
| symbol | cymbal |

Words like the ones in each of these pairs are called **homophones**. *Homo-* means "same," and phone means "sound."  Homophones are two or more words that have the same sound but different meanings and spellings.  Can you think of a third homophone for *sent*  and *cent*  and a third for *site*  and *cite*?


3   Underline the letters that spell [s] is each of the following words:

| | | | |
|---|---|---|---|
| perceive | certainty | emergency | reduce |
| icily | prejudice | deception | icy |
| introducing | dependence | conscience | criticism |
| receipt | balance | produce | ceiling |
| citizen | decision | recession | accelerate |
| advancing | juicy | assurance | piece |

4   Sort the words into these three groups:

**Words with <c> followed by an . . .**

| <e> | | <i> | <y> |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

5   The <sc> spelling of [s] is very rare, but it does occur in a few common words. Underline all of the different spellings of [s] in the words below:

| | | | |
|---|---|---|---|
| abscess | scissors | descent | scene |
| descendant | discipline | ascend | scenic |
| scent | ascertain | fascinate | scythe |
| scientific | condescension | discern | fluorescent |

6   Now sort the sixteen words into these three groups:

**Words in which <sc> is followed by an . ..**

| <e> | | <i> | <y> |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

7   Four ways of spelling [s] are _____, _____, _____, and _____.

**Lesson Six**
**Some Very Rare Spellings of [s]**

1   The sound [s] is spelled <s>, <ss>, or <c> just about all of the time. Occasionally it's spelled <sc>. Even more rarely it is spelled one of the ways illustrated in the following words. Underline the letters that spell [s]:

| | | | |
|---|---|---|---|
| castle | psalm | psychology | fastener |
| psychiatrist | listen | wrestle | moisten |
| answer | sword | quartz | rustler |
| hasten | waltz | whistle | thistle |

2   You should have found four different spellings of [s].  The first spelling occurs in nine words. The second spelling occurs in three words, and the third and fourth spellings occur in two words each.  Label the four groups below and sort the words into them:

**Words with [s] spelled . . .**

| | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

3   In words like *castle* and *fasten*, where there is an <le> or an <en> right after the <st>, the <t> is not pronounced. It was pronounced a long time ago, but not anymore. Notice that we still pronounce the [t] in some words, like *consistent* or *restless* – though you can feel how hard it is to keep it in a word like *restless*. It is the loss of that earlier [t] that leads to the rare <st> spelling of [s].

The <ps> in *psalm, psychology*, and *psychiatrist* comes from the Greek letter psi, Ψ, which we pronounce [sī] but the Greeks pronounced with a [ps] sound. When Greek words were taken into Latin and English, psi was represented by <ps>. The <p> was pronounced long ago, but gradually it came not to be, which leads to the rare <ps> spelling of [s].

The <w> is not pronounced in *answer* because the [w] sound tends to drop out when it is weakly stressed and is followed by [r]. Notice that there is also no [w] in *conquer*, with a following [r], but there is one in *conquest*, with no following [r]. The same pattern holds in *liquor* and *liquid* . *Answer* is related to the word *swear*, in which the <w> is pronounced, because *swear* is usually stressed. Remembering the relationship with *swear* can help you remember to put the <w> in *answer*.

The <w> is not pronounced in *sword* because [w] is sometimes lost in front of certain vowel sounds. This is the same thing that led to our dropping the [w] sound in *two* .

The [s] in words like *waltz* and *quartz* comes from German. In German <z> is pronounced [ts]. So in these words [s] is spelled <z>.

# Lesson Seven
## Some Homophones and Near Homophones with [s]

**1  *Ceiling* and *sealing*.**  *Ceiling* "the overhead surface of a room" is an instance of the <i>-before-<e> rule:  It's <i> before <e> except after <c>.  *Ceiling* comes from the Latin word *caelum* , which meant "sky" and is the source of our word *celestial* "pertaining to the sky."  Notice that *ceiling* and *celestial* both have <ce>.

*Sealing* analyzes to *seal+ing*.  *Seal* originally meant a mark, often a wax impression, that guaranteed something as genuine.  *Seal* is a simplification of the Latin noun *sigillum* , which in turn came from *signum* "a distinguishing mark or sign."  Thus, *seal* is related to many, many words that all contain <s>, including *sign, signature, signal, design, insignia*, and so on.

**2  *Conscious* and *conscience*.**  *Conscious* and *conscience* are not quite homophones,  but they are close enough in sound that it can be easy to confuse one with the other.  The adjective *conscious* means "aware, either of one's surrounding or of one's own existence."  The noun *conscience* refers to that inner sense of what is right or wrong and the sense of guilt and concern we can get when we know that we have done something wrong. *Conscious* analyzes to *con̄+n+sci+ous* and contains the adjective-making suffix *-ous*.  *Conscience* analyzes to *con̄+n+sci+ence* and contains the noun-making suffix *-ence*.

*Conscience* is related to *conscientious* :  A conscientious person usually has a strong conscience.  And in *conscientious* the stress is on the syllable with the <e>, so you can hear the [e] sound.  Remember the link between *conscience* and *conscientious* , and you can remember the <e> in the *-ence* suffix in *conscience*.  So the [s] at the end of the suffix *-ence* in *conscience* is spelled <c> with a silent final <e> to mark it as soft; the [s] at the end of the suffix *-ous* in *conscious* is spelled <s>.

**3  *Presence* and *presents*.**  *Presence* and *presents* are like a number of other pairs such as *patience* and *patients*, and *residence* and *residents*.  *Presence* (*pre+sence* ) is a singular noun that means the state or action of being at a place, the opposite of *absence*.  *Presents* (*pre+sent+s* ) is a plural noun that means "gifts";  it can also be used as a verb, as in "He presents the awards every year."  Usually when a <t> comes between [n] and [s], the <t> does not get pronounced.  That is why words like *scents, cents*, and *sense* are homophones.  A similar set of homophones are the adjective *intense* and the plural noun *intents* , which occasionally get confused when people who mean  "intents and purposes"  write "intense and purposes."

About all you can do is remember that *presents, patients*, *residents,* and *intents* are plural nouns with the *-s* plural suffix.

**4**  In each of the following sentences cross out the incorrect word and write the correct one into the blank:

1. (ceiling, sealing).  They are _____ the packages now.

2. (patience, patients)  The nurse told the doctor there were still three _____in the waiting room.

3. (conscious, conscience)  He was not _____ of the man behind him.

4. (presence, presents)  She received many _____ for Christmas.

5. (residence, residents)  Their _____ is just down the street.

6. (ceiling, sealing)  The _____ of his room is so low that Merv has to duck his head when he goes in there.

7. (conscious, conscience)  After the party at their house, he seemed like he had a guilty _____.

8. (patience, patients)  Chess is a game that requires a lot of concentration and _____.

9. (residence, residents) The _____ of the condominium complained to the manager.

10. (conscious, conscience)  Her _____ wouldn't let her tell that kind of lie.

## Lesson Eight
## Test One

| Words | Analysis |
|---|---|
| 1. | [s] = ____ |
| 2. | [s] = ____ Stem + suffix = _____ |
| 3. | [s] = ____ Verb + suffix$^1$ + suffix$^2$ = _____ |
| 4. | [s] = ____ Free base + suffix = _____ |
| 5. | [s] = ____ Free base + suffix = _____ |
| 6. | Prefix + bound base + suffix = _____ |
| 7. | [s] = ____ |
| 8. | [s] = ____ and ____<br>Prefix + bound base + suffix = _____ |
| 9. | [s] = ____ Bound base + suffix = _____ |
| 10. | [s] = ____ Verb + suffix = _____ |

# Answers to Test One

| Words | Analysis |
|---|---|
| 1.  presence | [s] = _<c>_ |
| 2.  dangerous | [s] = _<s>_   Stem + suffix = _danger+ous_ |
| 3.  residents | [s] = _<s>_   Verb + suffix$^1$ + suffix$^2$ = _residé+ent+s_ |
| 4.  adults | [s] = _<s>_   Free base + suffix = _adult+s_ |
| 5.  goddess | [s] = _<ss>_  Free base + suffix = _god+d+ess_ |
| 6.  immigrant | Prefix + bound base + suffix = _in+m+migr+ant_ |
| 7.  mathematics | [s] = _<s>_ |
| 8.  processor | [s] = _<c>_  and  _<ss>_<br>Prefix + bound base + suffix = _pro+cess+or_ |
| 9.  radius | [s] = _<s>_   Bound base + suffix = _radi+us_ |
| 10. residence | [s] = _<c>_   Verb + suffix = _residé+ence_ |

# Lesson Nine
## VCV and the Suffix *-ity*

1  Mark the two letters — 'v' for a vowel and 'c' for a consonant — after each of the vowel letters marked with a 'v' below:

| committee | advisor | immensely | local |
|-----------|---------|-----------|-------|
| v | v | v | v |

| accomplish | reducing | judgement | courageous |
|------------|----------|-----------|------------|
| v | v | v | v |

| listen | smoking | consistent | exclusive |
|--------|---------|------------|-----------|
| v | v | v | v |

2   Sort the words into the following matrix:

**Words with the string . . .**

|  | VCV | VCC |
|---|-----|-----|
| **Words in which the first vowel in the string is long** | | |
| **Words in which the first vowel in the string is short** | | |

3  In the string VCC the vowel is usually _____. In the string VCV the first

vowel is usually _____.

4   Though it does say "usually," the rule that says that the first vowel in a VCV string is usually long is a very useful one. Now we are going to look at some of the reasons the

VCV rule says "usually" rather than "always."

Mark the two letters — 'v' for a vowel and 'c' for a consonant — after each of the vowel letters marked with a 'v' below and sort them into the matrix:

| gravity | extremity | sublimity |
|---------|-----------|-----------|
| v | v | v |

| grave | extreme | sublime |
|-------|---------|---------|
| v | v | v |

| cavity | serenity | profanity |
|--------|----------|-----------|
| v | v | v |

| cave | serene | profane |
|------|--------|---------|
| v | v | v |

**Words with the first vowel in the VCV string . . .**

|  | **short** | **long** |
|---|---|---|
| **Words in which the suffix *-ity* comes right after the VCV string** |  |  |
| **Words in which the suffix *-ity* does not come right after the VCV string** |  |  |

5   When the suffix *-ity* comes right after a VCV string, the first vowel in the string will

be _____.

6   **The Suffix -ity Rule**. In English the vowel right in front of the suffix *-ity* will **always** be stressed and will always be short, even in a VCV string.

The Suffix *-ity* Rule is stronger than the rule that says that the first vowel in a VCV string will be long. It is the reason for many of the words that have short vowels at the front of VCV strings. It also explains why there is a long <a> in a word like *sane* but a short <a> in a word like *sanity*, and an unstressed second vowel in *civil* but a short stressed one in *civility.*

# Lesson Ten
## More Practice with *-ity*

1  **The Suffix -ity Rule**. In English the vowel right in front of the suffix *-ity*  will **always**

be _____ and will always be_____ , even in a VCV string.

2  The suffix *-ity*  is added to adjectives to turn them into nouns.  Analyze each of the
following nouns into an adjective plus *-ity*, showing any changes:

| Noun | = | Adjective + Suffix |
|---|---|---|
| liberality | = | |
| productivity | = | |
| intensity | = | |
| electricity | = | |
| publicity | = | |
| mentality | = | |
| captivity | = | |
| reality | = | |

3   Now try some the other way around. Combine the adjectives with *-ity*  to form nouns,
showing any changes:

| Adjective | + | Suffix | = | Noun |
|---|---|---|---|---|
| sublime | + | ity | = | |
| productive | + | ity | = | |
| rational | + | ity | = | |
| serene | + | ity | = | |
| personal | + | ity | = | |
| grave | + | ity | = | |
| extreme | + | ity | = | |

| Adjective | + | Suffix | = | Noun |
|---|---|---|---|---|
| public | + | ity | = | |
| local | + | ity | = | |
| divine | + | ity | = | |

4   In Items 2 and 3 above there are fifteen different words that have have short vowels at the head of a VCV string right in front of the suffix *-ity*.  List the fifteen words below:

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

5   The suffix *-ity* can also be added to bound stems to form nouns. Analyze each of the following nouns into bound stem plus suffix. They all combine by simple addition:

| Noun | = | Bound stem + *-ity* |
|---|---|---|
| dignity | = | *dign + ity* |
| humility | = | |
| ability | = | |
| eternity | = | |
| quantity | = | |
| quality | = | |
| charity | = | |
| sanctity | = | |
| necessity | = | |
| capacity | = | |
| velocity | = | |
| celebrity | = | |

6  Six of the twelve words in 5 have short vowels at the head of a VCV string that is right in front of the suffix *-ity*. List the six below:

|  |  |  |
|---|---|---|
|  |  |  |
|  |  |  |

☞ **!!!** ☜
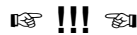
**Word Blocks.** Sort the words in the blocks of the pyramids into the two rows of blocks under each pyramid and you will make two words: The first word will be an adjective. The second word will be a noun made of the first word plus the suffix *-ity*.  When you add the suffix *-ity* in the second word, the stress will shift to the vowel right in front of the suffix. Mark the stress in each word you make:

1.
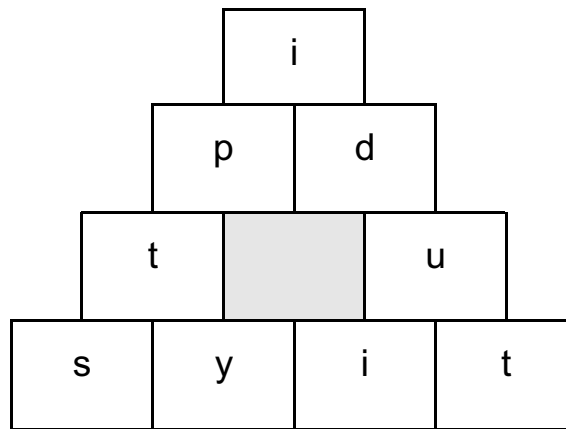


Word One: Adjective that means "slow to learn; not intelligent":

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

Word Two: Adjective + *ity* = Noun that means "the condition of being slow to learn and not intelligent":

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|

2.

```
            u
        b       p
      y     ▨     t
    i    c     l     i
```
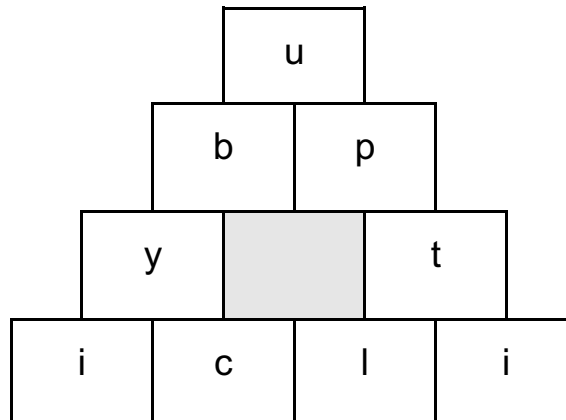
Word One: Adjective meaning "known by all or most people; open":

| | | | | | |
|---|---|---|---|---|---|

Word Two: Adjective + *ity* = Noun meaning "information that brings something to the attention of many people":

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|

**Lesson Eleven**
**VCV and the Third Vowel Rule**

1   You have seen that the rule that calls for a long vowel in a VCV string can be overruled by the rule that calls for a short vowel in front of the suffix *-ity*. The Suffix *-ity* Rule is part of a larger rule that explains why many other words have VCV strings with short head vowels. Notice that in a word like *general* the short <e> is the third vowel sound from the end of the word:

<div align="center">

general
↑ ↑ ↑
3 2 1

</div>

**There is a very strong tendency for the third vowel sound from the end of a word to be short if it is stressed, even if it is the head vowel in a VCV string.**

2   Notice the length of the vowels spelled by the letters in bold type in the pairs of words below:

| | |
|---|---|
| n**a**tion | n**a**tional |
| comp**e**te | comp**e**titor |
| cr**i**me | cr**i**minal |
| n**a**ture | n**a**tural |
| r**a**tion | r**a**tional |
| gr**a**de | gr**a**dual |
| r**i**te | r**i**tual |
| s**o**lo | s**o**litude |
| supr**e**me | supr**e**macy |
| n**a**vy | n**a**vigate |
| l**e**gal | l**e**gacy |

The two words in each of the pairs are closely related. In most cases the word on the right is formed from the word on the left, by adding one or more suffixes.  In other cases both words have the same stem.  But you should hear a difference in how the vowels in bold letters are pronounced. In each pair one vowel will be long, one will be short. Fill in the blanks:

   a. In the left-hand column how many of the vowels in bold letters spell the third vowel

   sound from the end of the word? _____

b. In the right-hand column how many of the vowels in bold letters spell the third vowel sound from the end of the word? _____

c. Are the vowels in bold letters in the left-hand column long,  or are they short? _____

d. Are the vowels in bold letters in the right-hand column long, or are they short? _____

e. Are the vowels in bold letters in the left-hand column the first vowels in VCV strings? _____

f. Are the vowels in bold letters in the right-hand column the first vowels in VCV strings? _____

g. Are the vowels in bold letters in the left column stressed? _____.

h. Are the vowels in bold letters in the right column stressed? _____.

3  **Third Vowel Rule.** The third vowel sound from the end of a word will often be _____ if it is _____, even if it is the first vowel in a _____ string.

4  Each of the following words contains a vowel that is an example of the Third Vowel Rule at work. Underline the vowels that are examples of the rule and be ready to discuss  why they are and the others are not:

reference           positive           hesitate           assimilate

citizen             accelerate         analysis           criticize

**Lesson Twelve**
**More Practice with the Third Vowel Rule**

1   **The Third Vowel Rule.** The third vowel sound from the end of a word will often be

_____ if it is _____, even if it is the first vowel in a _____ string.

2   In sixteen of the words below the vowel in bold type is covered by the Third Vowel Rule. In the other eight words the vowel in bold type is not covered by the Third Vowel Rule — sometimes because it is not stressed, sometimes because it is not the third vowel sound from the end of the word. In each word put an accent mark over the vowel that has stress on it, and put a '3' under the vowel letter that spells the third vowel sound from the end of the word.  If a word does not have three vowels sounds, do not put a number under it. We have given you a start with *xerography* and *committees*:

| | | | |
|---|---|---|---|
| xer**ó**graphy<br>   3 | r**e**medy | acc**o**mplish | c**a**lculate |
| c**o**mmíttees<br>   3 | **e**nergy | pr**e**sident | sc**i**ssors |
| s**o**lvable | h**e**sitate | t**e**lephone | v**e**nerate |
| person**a**lity | s**y**mphony | **e**xcessive | s**a**tisfy |
| alt**e**red | **o**bjective | d**e**finite | t**o**lerate |
| amb**a**ssador | **e**lephant | aff**e**ction | m**i**grant |

3   Sort the words into the two groups described below. Remember that for one of these vowels to be covered by the Third Vowel Rule, it must have an accent mark over it and a '3' under it. In the Reason column show why the vowels in bold type in the eight words are not covered by the rule: Put "No stress" if they are not stressed or "Not #3" if they are not spelling the third vowel sound from the end of the word:

**Words in which the vowel in bold type . . .**

| is covered by the Third Vowel Rule | | is not covered by the Third Vowel Rule | Reason |
|---|---|---|---|
| *xerography* | | *committees* | *No stress* |
| | | | |

8:12:1

| is covered by the Third Vowel Rule | | is not covered by the Third Vowel Rule | Reason |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

4   In the sixteen words in which the vowel in bold type is covered by the Third Vowel Rule, eleven of the bold vowels are the first vowel in a VCV string; five are in a VCC string. Sort the sixteen words into these two groups:

**Words in which the vowel in bold type is . . .**

| the first vowel in a VCV string | | in a VCC string |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

5   Are the vowels in the VCV strings in the eleven words long or short?  _____

Why?  _____

_____

**Lesson Thirteen**
**VCV and Words like *Lemon***


1   You have worked with two rules that explain two of the reasons that many VCV strings have short head vowels:

 **The Third Vowel Rule.** The third vowel sound from the end of a word will often be

_____ if it is _____, even if it is the first vowel in a _____ string.

**The Suffix *-ity* Rule**. The vowel right in front of the suffix *-ity* will be _____ even

if it is the first vowel in a VCV string.

2   There is a third rule that causes many other VCV strings to have short head vowels. Look at and say the word *lemon* : It has the VCV string <emo> in the middle, but the <e> is short. There is no suffix *-ity* and the <e> is not in the third syllable from the end:

<div align="center">
lemon<br>
VCV
</div>

So why is the <e> short in *lemon* , instead of being long, as it is in a word like *demon*?

The brief answer to that question is that *lemon* was borrowed from French, and many of our words from French have that same pattern. *Demon* , on the other hand, has a long <e> at the head of its VCV string because *demon* was borrowed from Latin, not from French.

Six of the following twelve words were borrowed from French and have short vowels at the head of VCV strings. None of the other six were borrowed from French; all have long vowels at the head of VCV strings.  Mark all twelve words to show the VCV string as we have done with *lemon*:

|           |         |         |          |
|-----------|---------|---------|----------|
| lemon <br> VCV | model   | scholar | river    |
| demon     | yodel   | molar   | precious |
| driver    | specious | navel   | gravel   |

3   Sort the twelve words into the following two groups:

**Words with a VCV string with a . . .**

| long vowel | | short vowel | |
|---|---|---|---|
|  |  |  |  |

| | | | |
|---|---|---|---|
| | | | |

4   Starting with the first vowel in each word mark the VCV string. Then sort the words into the two groups described below:

| | | | |
|---|---|---|---|
| minor | chorus | legend | local |
| balance | tenant | agent | visit |
| soda | color | paper | dozen |
| legal | ratio | pigeon | recent |
| column | moment | closet | motor |
| schedule | stomach | focus | lizard |

**Words with a VCV string with a . . .**

| long head vowel | | short head vowel | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

5  Since so many words like *lemon* that have two vowel sounds and were borrowed from French have a short vowel in a VCV string, we will call this the **French Lemon Rule**:

Words that have _____ vowel sounds and were borrowed from _____will

have a _____ first vowel, even in a _____ string.

# Lesson Fourteen
## VCV Summarized

1   The rule that says that the head vowel in a VCV string will normally be long is very useful. But you have seen that it is complicated by three smaller rules that can overrule it:

**The Suffix *-ity* Rule.**  The vowel right in front of the suffix *-ity* will always be

_____, whatever kind of string it is in.

**The Third Vowel Rule.** The third vowel sound from the end of a word will often be

_____ if it is _____, even if it is the first vowel in a _____ string.

**The French Lemon Rule**:   Words that have _____ vowel sounds and were

borrowed from _____will have a _____ first vowel, even in

a _____ string.


2  Mark the VCV strings in the following words, starting with the vowel in bold type in each one:

| | | | | |
|---|---|---|---|---|
| adv**i**sor | **a**gent | l**e**gend | n**a**ture | simpl**i**city |
| cl**o**set | n**a**vel | m**o**lar | qual**i**ty | s**o**litude |
| excl**u**sive | comp**e**titor | l**e**gal | r**e**cent | s**o**lo |
| extr**e**mely | cour**a**geous | l**o**cal | r**i**tual | m**o**ment |
| publ**i**city | electr**i**city | r**a**tion | ser**e**ne | st**o**mach |
| f**o**cus | cr**i**minal | r**a**tio | sch**e**dule | y**o**del |

3   Sort the words into these two groups:

**Words in which the first vowel in the VCV string is . . .**

| long | | short | |
|---|---|---|---|
| | | | |
| | | | |

| long | | short | |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

4   Now sort the twelve words with short vowels into the following three groups:

**Words in which the short vowel is due to the . . .**

| Suffix *-ity* Rule | Third Vowel Rule | French Lemon Rule |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

5   The following sentence summarizes the three rules that can lead to short vowels in VCV strings:  In a VCV string the first vowel will usually be _____, but the third syllable from the end of a word will often be _____ if it is _____, even if it is the first vowel in a VCV string; and the vowel right in front of the suffix _____ will be _____ even if it is the first vowel in a VCV string; and many words that were borrowed from _____ will have short vowels in a VCV string.

**Lesson Fifteen**
**Test Two**

Each word is an instance of one of the three rules you've just studied.  For each word, put a check in the proper column to indicate of which rule it is an instance:

| Words | Suffix *-ity* Rule | 3rd Vowel Rule | French Lemon Rule |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

# Answers to Test Two

| Words | Suffix *-ity* Rule | 3rd Vowel Rule | French Lemon Rule |
|---|:---:|:---:|:---:|
| 1. *analysis* | | X | |
| 2. *balance* | | | X |
| 3. *competitor* | | X | |
| 4. *legend* | | | X |
| 5. *precious* | | | X |
| 6. *symphony* | | X | |
| 7. *publicity* | X | | |
| 8. *schedule* | | | X |
| 9. *sublimity* | X | | |
| 10. *locality* | X | | |

**Lesson Sixteen**
**Review of <I> Before <E>**


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


1   The version of the <I> Before <E> Rule that we use is a little different from the old rhyme quoted above: There are two things different in our version:

First, it has an extra line: "Or when spelling [ī] at the beginning or middle of an element."

And second, it applies only to cases where the <i> and <e> are in the same element in the word.

Our version doesn't rhyme so well, but it is more reliable:

**<I> Before <E> Rule.** Within a single element, it's <i> before <e>, except after <c>,
Or when spelling [ā], as in *neighbor* or *weigh*,
Or when spelling [ī] that is at the element's beginning or
mid.

Spellings that follow this rule are called  **instances** of the rule, and spellings that do not follow it are called  **holdouts**. To be an instance a spelling involving <i> and  <e> within a single element must be one of the following:

   1. <cei>, or
   2. <ei> spelling the long <a> sound, [ā], or
   3. <ei> spelling the long <i> sound, [ī], at the front or the middle (but not at the end) of an element, or
   4. <ie> everywhere else.

On the other hand, to be a holdout a spelling must be either

   1, a <cie>, or
   2. an <ei> not in a <cei> and not spelling [ā] and not spelling [ī] at the beginning or middle of an element.

2   The following forty words contain twenty-eight instances of the rule and twelve holdouts. Sort them into the five groups indicated below:

| | | | |
|---|---|---|---|
| achieved | eiderdown | hygiene | receive |
| eight | reign | sovereign | priest |
| believe | feisty | kaleidoscope | relieve |
| ceiling | financier | leisure | surfeit |
| conceive | foreign | lie | vein |
| forfeit | neighbor | seismic | tie |
| counterfeit | grief | friendship | seize |
| deceit | heifer | piece | shriek |
| die | receipt | poltergeist | schlemiel |
| protein | sleight | weird | weir |

**Words that contain instances of the rule with . . .**

| <ie> | <cei> | <ei> spelling [ā] | <ei> spelling [ī] |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Words that have holdouts to the rule:**

| | | | |
|---|---|---|---|
| | | | |
| | | | |

3   The following words at first sight may seem like holdouts to the rule. Analyze each word into its elements as indicated in the formula: 'P' = Prefix, 'BB' = Bound Base, 'FB' = Free Base, and 'S' = Suffix.  We've given you a start here and there:

| Word | Formula | Analysis |
|---|---|---|
| ancient | BB+S | *anci* + |
| herein | FB+FB | |
| conscience | P+BB+S | |
| iciest | FB+S+S | |
| obedient | BB+S | + *edi* + |
| science | BB+S | |
| society | BB+S | + *ety* |
| experience | P+BB+S | |
| efficiency | P+BB+S | + *fic* + *i* + |
| patience | BB+S | |

You should have found that in each of these words there is an element boundary between the <i> and the <e>.  Since the <I> Before <E> Rule only applies to spellings where the <i> and <e> are in the same element, words like these are not holdouts.

**Lesson Seventeen**
**The Set of Bound Bases *ceive* and *cept***

1   The bound bases *ceive* and *cept* both come from the Latin verb, *capere* , which meant "to take."  The meaning they add to words today is usually not too clear, but they usually add a meaning like "take."  For instance, the *ad-* in *accept* means "to, toward," and when you accept something you take it to yourself.

Notice how *ceive* and *cept* work together in these sentences:

   When you re**ceive** something, it's a re**cept**ion.
   When you de**ceive** someone, it's a de**cept**ion.

Bases that work together in this way are called a **set**.  A **set** consists of two or more elements that work together as a team.  They are related etymologically and they are usually more or less similar in spelling and meaning.

Sort the following words into the matrix below:

| | | | |
|---|---|---|---|
| conceive | preconception | reception | exception |
| concept | acceptance | contraceptive | perception |
| receive | deceive | deception | receptor |
| receptacle | conception | susceptibility | perceive |

|  | **Nouns** | **Verbs** |
|---|---|---|
| **Words with *ceive*** | | |
| **Words with *cept*** | | |

2   Fill in with either *ceive* or *cept*: Usually when we want a verb, we use _____,

and when we want a noun, we use _____.

Three holdouts to this conclusion are the verbs *accept*, *except*, and *intercept* . We do not have the verbs *acceive, *exceive, or *interceive and apparently never have had.

3   We can use *ceive* and *cept* to form adjectives and adverbs. Analyze the following adjectives into prefixes, bases, and suffixes:

| Adjective | = | Analysis |
|---|---|---|
| exceptional | = | |
| inconceivable | = | |
| perceptible | = | |
| unacceptable | = | |
| conceptual | = | |
| deceptive | = | |
| unexceptionable | = | |
| imperceptible | = | |
| receptively | = | |
| receivable | = | |
| susceptible | = | |
| unaccepting | = | |

4   **<I> Before <E> Rule**: If the <i> and the <e> are in the same _____, it's <i>

before <e>, except

1. after ____, or

2. when spelling ____, as in *neighbor* or _____, or

3. when spelling ____ that is at the element's beginning or _____.

In *ceive* the spelling is <e> before <i> after <c>, just as the <I> Before <E> Rule says. Most of the time when you are faced with a <cei> spelling, it will be in a word with the base *ceive*.

# Lesson Eighteen
## The Set of Bases *duce* and *duct*

1   In the set *duce, duct*, the base *duce* is bound; the base *duct* is free. We do not have a word spelled <duce>, but we do have the word *duct*.

*Duce* and *duct* are members of a set and work together in verbs and nouns the way *ceive* and *cept* do:

> When you re**duce** something, it's called a re**duct**ion.
> When you intro**duce** someone, it's called an intro**duct**ion.

Though it can be hard to see at times, *duce* and *duct* add a meaning like "lead, direct" to words:  In *introduce* the prefix *intro-* means "into, inward," and when you introduce someone to something, you do lead them into it. The original idea in *reduce* is one of leading back or leading down and making less.

2   Examine the following pattern and fill in the blanks:

| Verbs | Nouns | Adjectives |
|---|---|---|
| deduce | deduction | deductive |
| induce | induction | |
| seduce | | seductive |
| reduce | | reductive |
| | reproduction | reproductive |
| produce | | |

In this array verbs take the base _____.  Nouns and adjectives take the base

_____.

2   As you might expect that pattern, though strong and useful, is more complicated than it is in that array. Combine the following prefixes, bases, and suffixes to form words, showing any changes that take place when the elements combine. In the Part of Speech column show whether each word is a noun, verb, adjective, or adverb:

| Elements | Word | Part of Speech |
|---|---|---|
| con + n + duct + ed | *conducted* | *Verb* |
| de + duct + ion | | |

| Elements | Word | Part of Speech |
|---|---|---|
| pro + duct + ive | | |
| in + duce + ment | | |
| intro + duce + ed | | |
| intro + duct + ion | | |
| pro + duce + er | | |
| pro + duct + ive + ity | | |
| e/x+duce+ate+ion | | |
| mis + com + duct | | |
| de + duce + ible | | |
| de + duct + ible | | |
| intro + duct + ory | | |
| com + duct + or | | |
| com + duce + ive | | |
| e/x+duct+ion | | |

## Lesson Nineteen
## The Set of Bases *cede* , *ceed* , and *cess*

1  *Cede* and *cess* are a set much like *ceive*  and *cept*, and *duce* and *duct*:

>  When you con**cede** something, you make a con**cess**ion.
>  When the economy re**cede**s, it is a re**cess**ion.

The pattern for the bases in this set is much like those you've been working with, with one extra complication. Some of the words in this array are quite rare, but don't let that worry you; the important thing is to see the pattern:

| Verbs | Nouns | Nouns |
|---|---|---|
| cede | | cession |
| concede | | concession |
| intercede | | intercession |
| precede | precess | precession |
| recede | recess | recession |
| secede | secess | secession |
| succeed | success | succession |
| proceed | process | procession |
| exceed | excess | |

2  In the array *succeed*, *proceed*, and *exceed*  are different from the other verbs. What is the difference? _____

3  In this array the verbs are formed with the bases _____ and _____, and their nouns are formed with the base _____.

*Cede*  and *ceed* are two different forms of the same base.  When two forms like cede and ceed are so much alike in sound, meaning, and spelling, the little difference in spelling can be confusing.  Since *succeed , proceed ,* and *exceed*  are the only verbs that contain the *ceed*  form, the easiest thing to do is to remember the three. A mnemonic sentence can help:

If you **proceed** and do not **exceed**, you will **succeed**.

And some people remember the three with the use of a little diagram based on the word *speed* :

**S**ucceed
**P**roceed
**E**xceed
**E**
**D**
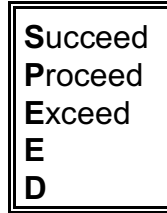
The <spe> in *speed* can help you remember the first letters of the three verbs, and the <eed> in *speed* can help you remember that these three contain the form *ceed*.


3   Combine the following elements to form nouns, verbs, adjectives, and adverbs.

| Elements | Word | Part of Speech |
|---|---|---|
| ex + ceed + ing + ly | | |
| ex + cess + ive + ly | | |
| re + cess + ive | | |
| ne + cess + ary | | |
| ante + cede + ent + s | | |
| ad + cess + ible | | |
| pro + ceed + ing + s | | |
| ne + cess + ity | | |
| se + cess + ion + ist | | |
| ne + cess + ary + ly | | |

## Lesson Twenty
## More About *cede*, *ceed*, and *cess*

1   Although the bases *cede* and *ceed* appear in a number of words, neither is in the word *supersede* . The base in *supersede* is *sede* . *Cede* comes from a Latin word that meant "go, go back, give way"; *sede* comes from a Latin word that meant "sit."  *Super-* means "above," so *supersede* means something like "to sit abov, to be superior to." Remember that the base *sede* in *supersede* starts with an <s> just like *sit* .

The verb *cede*, as you've seen, has a noun partner, *cession*, which means "something that is surrendered or ceded formally to another."  And *cession* has a homophone, *session* . *Session*  is related to the base *sede* and means, basically, "a sitting."  In fact, we still speak of a court sitting in session.

2   Sometimes it is hard to see the meaning that *cede*, *ceed*, and *cess* add to words, but often the tie-in with the original meaning of "go, go back, give way" is clear once you think about it:  For instance, in the word *recede* the prefix *re-* means "back," and if something recedes, it goes back.  The prefix *inter-* means "between," and if someone intercedes for someone else, he goes between that person and another; we even call people who intercede like that "go-betweens."  The prefix ex- means "out, beyond," and if something exceeds the limits, it goes out beyond the limits.

Some other words have changed so much over the centuries that the tie between the modern meaning and the original meaning is less clear, though there is always a tie. For instance, *succeed* originally meant simply "to come after another, to take another's place."  It still has that meaning when we say things like "Bill Clinton succeeded George H. W. Bush as president of the United States."  But today's more common meaning of *succeed* and *success* — that is, the accomplishment of something desirable — developed gradually:  At first *succeed*  meant something like "to follow," and so it, and *success*, came to refer to the results, good or bad, of a course of action. You could have good or bad success, meaning a desirable or undesirable result.  In time the meaning narrowed to the good and desirable, which leads to our current use of *succeed* and *success*.

3   The verb *proceed*  has another unusual thing about it:  Though it fits the *proceed , process, process* pattern, when we add the suffix *-ure* to it, to make a noun, the noun is not spelled *proceedure, as we would expect it to be. Instead it is *procedure* . Think of it this way:  We spell the noun *procedure*  as if the verb *proceed* contained the base form *cede*  rather than *ceed*.

You may find it easier to remember how to spell *procedure* if you remember that both *proceed* and *procedure* contain two <e>'s. In *proceed* the two <e>'s are side by side; in *procedure*  they're spread out a bit.

4   Analyze the following words into prefixes, bases, and suffixes, showing any changes that occurred when the elements combined:

| Word | Analysis |
|---|---|
| proceed | |
| proceedings | |
| proceeded | |
| procedure | |
| procedures | |
| procedural | |
| procedurally | |
| necessarily | |
| preceding | |
| recesses | |
| cessions | |
| sessions | |
| superseding | |
| abscess | |
| antecedents | |
| precedents | |

# Lesson Twenty-one
## The Set of Bound Bases *miss* and *mit*

1   In the *miss , mit*  set there is a verb-noun pairing for the bound bases *miss* and *mit* much like others with which you've worked:

| Verbs | Nouns |
|-------|-------|
| admit | admission |
| commit | commission |
| emit | emission |
| intermit | intermission |
| omit | omission |
| permit | permission |
| remit | remission |
| submit | submission |
| transmit | transmission |

In this array verbs have the base _____ and nouns have the base _____.


2   *Mit* and *miss* come from a Latin verb that had the meaning "let go, cause to go, send." Those root meanings are fairly clear in most of the words in this array, if you remember the meanings of some prefixes:

  *ad-*  "to, toward"    *inter-* "between, among"
  *com-* "with, together"   *re-*  "again, back"
  *ex-*  "out, away"     *trans-* "across"

Be ready to discuss the connections you see in these words between what the prefixes and bases mean and what the words mean today.


3   Combine these elements into words, showing any changes that take place when the elements combine:

| Elements | Word |
|---|---|
| trans + mit + er | |
| com + miss + ion + er | |
| com + miss + ar | |
| ad + mit + ance | |
| miss + ile | |
| com + mit + ment | |
| ex + miss + ion | |
| sub + miss + ive  + ly | |
| miss + ion + ary | |
| dis + miss + al | |

4   Now try some the other way around. Analyze these words into prefixes, bases, and suffixes, showing any changes:

| Word | Analysis |
|---|---|
| emitted | |
| intermissions | |
| admittedly | |
| intermittent | |
| permissible | |
| remittance | |
| submitted | |
| dismissed | |
| missionaries | |
| committees | |
| omitted | |
| remission | |

# Lesson Twenty-two
## Test Three

| Words | Analysis |
|---|---|
| 1. | Prefix + bound base + suffix = _____ |
| 2. | Prefix + bound base + suffix = _____ |
| 3. | Prefix + bound base + suffix = _____ |
| 4. | Noun + suffix = _____ |
| 5. | Prefix + bound base + suffix = _____ |
| 6. | Prefix + free base + suffix = _____ |
| 7. | Prefix + bound base + suffix = _____ |
| 8. | Prefix + bound base + suffix = _____ |
| 9. | Prefix + bound base + suffix = _____ |
| 10. | Prefix + bound base + suffix = _____ |

# Answers to Test Three

| Words | Analysis |
|---|---|
| 1. *conceivable* | Prefix + bound base + suffix = <br> com̸+n+ceiv̸e+able |
| 2. *inducement* | Prefix + bound base + suffix = <br> in+duce+ment |
| 3. *exceeds* | Prefix + bound base + suffix = <br> ex+ceed+s |
| 4. *natural* | Noun + suffix = natur̸e+al |
| 5. *necessary* | Prefix + bound base + suffix = <br> ne+cess+ary |
| 6. *products* | Prefix + free base + suffix = <br> pro+duct+s |
| 7. *receiver* | Prefix + bound base + suffix = <br> re+ceiv̸e+er |
| 8. *susceptible* | Prefix + bound base + suffix = <br> sub̸+s+cept+ible |
| 9. *submission* | Prefix + bound base + suffix = <br> sub+miss+ion |
| 10. *submitting* | Prefix + bound base + suffix = <br> sub+mit+t+ing |

# Lesson Twenty-three
## How Do You Spell [z]?

1   You can hear the sound [z] at the beginning and end of the word *zebras*. Underline the letters that spell [z] in the following words. Do not underline any silent final <e>'s:

| | | | |
|---|---|---|---|
| procedures | zealous | president | closet |
| positive | criticize | gymnasium | observe |
| quiz | pajamas | lizard | wisdom |
| dozen | abuse (*verb*) | waitresses | presents |
| divisible | hesitate | residence | squeeze |
| seized | citizen | recognize | phase |

2   Sort the words into these two groups:

**Words with [z] spelled <s>:**

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

**Words with [z] spelled <z>:**

| | | |
|---|---|---|
| | | |
| | | |
| | | |

3   Most of the time [z] is spelled <s> or <z>.  It is difficult to write any clear-cut rules for telling when [z] should be <s> and when it should be <z>. But here are three useful observations:

a. The <s> spelling of [z] does not occur at the beginnings of words; the <z> spelling does.

b. The <s> spelling is much more common than is the <z> spelling.

c. The <s> spelling is most common in longer words that come from Latin because <z> was rarely used in Latin.

---

**The Homophones *phase* and *faze***

*Phase* is most often used as noun that refers to a stage in a process or the various appearances that a person or thing may have, as in "He's in his rebellious phase." It comes from the Greek word Φάσις, *phasis,* which meant "appearance." Our word *phase* is closely related to words like *phantom, phenomenon,* and *emphasis*, all of which come from that same Greek *phasis* and have the same <ph>, representing the Greek letter phi, Φ.

*Faze* is most often used as a verb that means "to disturb or upset someone," as in "His insult didn't faze her one bit." *Faze* comes from the Old English word *fēsian* , "to drive away." It is not related to any other modern words, but there is at least a spelling connection with words like *daze, craze*, and *amaze* , all of which deal with disturbances to the mind of one kind or another.

So remember *faze , craze , daze , amaze* to help with the <aze> spelling in *faze*. And remember *phase , phantom , phenomenon* to help with the <ph> spelling in *phase* .

---

# Lesson Twenty-four
## Sometimes [z] is <zz>, Sometimes <ss>

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

| | | | |
|---|---|---|---|
| blizzard | whizzed | quizzing | grizzly |
| sizzle | scissors | possess | brassiere |
| dessert | puzzles | dizzy | possession |
| dissolve | fezzes | dazzle | embezzle |

2   Sort the words into these two groups:

**Words with [z] spelled . . .**

| <zz> | | <ss> | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

3   The sound [z] is spelled <ss> only rarely.  In fact, the words above are just about all of the cases.  Notice that the <ss> is always in the middle of the word.

4   The <zz> spelling of [z] is also rather rare. It is sometimes due to twinning, sometimes due to the VCC pattern, and it occurs between short vowels and <le>:

**The words above in which <zz> is due to twinning are:**

| | | |
|---|---|---|
| | | |

**The words in which <zz> is between a short vowel and <le> are**:

| | | |
|---|---|---|
| | | |
| | | |

**The words in which <zz> is in a VCC pattern are**:

| | |
|---|---|
| | |

**The words above in which [z] is spelled <s> are:**

| | | |
|---|---|---|
| | | |

5  **Some Other Spellings of [z]**. In the Russian word *czar* , [z] is spelled <cz>.
Another way of spelling this word is *tsar* , in which [z] is spelled <ts>.   In the word
*asthma*  [z] is spelled <sth>.  And the letter <x> at the beginning of words normally
spells [z]:

xerography          xenon          xylophone     xenophobia

# Lesson Twenty-five
## How Do You Spell [f]?

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

| | | | |
|---|---|---|---|
| fluorescent | fastener | heifer | foreign |
| efficient | indifferent | certify | friendly |
| fascinate | notify | golf | shelf |
| buffalo | counterfeit | coffee | definite |
| feisty | profanity | waffles | iffy |
| scientific | defrauded | fezzes | financier |

2  Sort the words into the following two groups:

**Words with [f] spelled <f>:**

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Words with [f] spelled <ff>:**

| | | |
|---|---|---|
| | | |
| | | |

About 90% of the time [f] is spelled one of these two ways.

3  Most of the time [f] is spelled _____ or _____.

4   It is usually easy to know when to use <f> and <ff>. The <ff> is always there for good reasons. Most often it is due to assimilation or the VCC pattern, or it is between a short vowel and <le>.  Less often it is due to twinning or simple addition.

With <ff> the VCC pattern rather than the VC# is usual at the end of words, as in *stiff* and *staff*  rather than *stif or *staf.  The only words that end with a single <f> following a short vowel are the French *chef*  and *clef*  and the English word *if* . So the only cases of [f] spelled <ff> due to twinning are in *iffy, iffier,* and *iffiest*.

In the following words, if the <ff> spelling is due to assimilation, twinning, or simple addition, analyze the word into prefix, base, and suffix to show where the <ff> spelling comes from. If the <ff> is due to the VCC pattern or is between a short vowel and <le>, just write 'VCC' or '<ffle>' in the Analysis column.  Remember that VCC rather than VC# is normal for [f] at the end of the word:

| Word | Analysis |
|---|---|
| affection | |
| iffy | |
| offering | |
| sheriff | |
| effective | |
| shelfful | |
| gruff | |
| buffalo | |
| indifferent | |
| efficient | |
| waffles | |
| daffodil | |
| suffered | |
| iffiest | |
| coffee | |

# Lesson Twenty-six
## Five Other Ways to Spell [f]

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

physics          prophet          phenomenon          xerography

elephant         asphalt          xenophobia          paragraph

sphere           philosophy       telephone           photograph

phase            phantom          phrase              nephew

xylophone        emphasis         symphony            triumph

2   Sort the words into these three groups:

**Words in which [f] is spelled <ph> . . .**

| at the front | in the middle | | at the end |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

The <ph> spelling of [f] usually comes from the Greek letter phi, which was translated into Latin and English as <ph>.   In *sapphire*  [f] is spelled <pph>. *Sapphire*  comes from the Greek word *σάπΦειρος, sappheiros,*  in which the first <p> was the Greek letter pi, π, and the <ph> was phi, φ.

3   In a very few words [f] is spelled <gh>:

      rough        laugh        trough        enough        cough        tough

Where is the <gh> in all of these words — at the front, in the middle, at the end? _____

_____ Is the vowel in front of the <gh> long or is it short?

_____.   The vowel in front of the <gh> is spelled with two letters.  What is the

second of these letters in each word? _____

Hundreds of years ago this <gh> spelled a sound like that you hear at the end of the
Scottish pronunciation of *loch*  or the German pronunciation of *Bach* .  In time that
sound dropped out of English, but the <gh> usually stayed in the written words.  After
long vowels the <gh> came to be no longer pronounced, as in *sigh* and *right*.  And after
short vowels spelled with a digraph ending in <u> it came to be pronounced [f], as in the
six words above.


4   In the words *calf* , *behalf* , and *half*  [f] is spelled <lf>. The <l> used to be
pronounced [l] — as it still is in words like *golf*  and *shelf* — but in time people changed
the pronunciation of *calf* , *behalf* , and *half*  without changing their spellings.


5   In the words *often*  and *soften*  [f] is spelled <ft>. The <t> used to be pronounced.
You still hear some people who pronounce the <t> in *often* . In fact, some dictionaries
show two pronunciations for *often* , one with and one without the [t].  But usually the
<ft> just spells [f].


6   Usually the sound [f] is spelled _____ or _____.  Sometimes [f] is spelled <ff> because

of _____, _____, _____, _____, or _____.

Words with <ff> due to twinning are _____, _____, and _____.  Five

other spellings of [f] are _____, _____, _____, _____, and _____.

               

# Lesson Twenty-seven
## More About the Suffix  *-ity*

1   You've seen that the suffix *-ity*  regularly has a stressed short vowel in front of it. You've also seen that *-ity*  is added to adjectives and bound stems to make nouns. Analyze each of the following nouns into stem plus suffix, showing any changes that took place. In the Stem column write 'Adjective' if the stem is an adjective or 'Bound' if it is a bound stem.

| Noun | Analysis: Stem + Suffix | Stem |
|------|------------------------|------|
| productivity | *productivé + ity* | *Adjective* |
| necessity | | |
| quality | | |
| dignity | | |
| extremity | | |
| complexity | | |
| humility | | |
| capacity | | |
| quantity | | |
| publicity | | |

2   The suffix *-ity* has two other forms that are used in certain settings: *-ety* and *-ty*. Underline the forms *-ity*, *-ety*, and *-ty* in the following words:

| | | | |
|---|---|---|---|
| anxiety | ferocity | notoriety | reality |
| casualty | gaiety | penalty | sanctity |
| celebrity | intensity | piety | simplicity |
| certainty | liberty | poverty | society |
| charity | loyalty | property | specialty |
| eternity | mentality | propriety | variety |

3   Sort the twenty-four words into these three groups:

**Words with . . .**

| *-ity* | *-ety* | *-ty* |
|--------|--------|-------|
|        |        |       |
|        |        |       |
|        |        |       |
|        |        |       |
|        |        |       |
|        |        |       |
|        |        |       |
|        |        |       |
|        |        |       |
|        |        |       |

4   You know that *-ity* always has a stressed short vowel right in front of it.  Is the vowel

right in front of *-ty* stressed or unstressed? _____.  Is the vowel right in front of

*-ety* long or short? _____.  Is it stressed or unstressed? _____.

5 What are the main differences between words in which we use *-ity*  and those in

which we use *-ty*? _____

_____

_____

_____

6   Here are the analyses of the words above with *-ety* :

8:27:2

| anxiety | = | anxi + ety |
| propriety | = | propri + ety |
| notoriety | = | notori + ety |
| society | = | soci + ety |
| gaiety | = | ga/y + i + ety |
| variety | = | var/y + i + ety |

7  What are the main differences between words in which we use *-ity* and those in which we use *-ety*? _____

_____

_____

_____

# Lesson Twenty-eight
## More Practice with *-ity*, *-ety*, and *-ty*

1  Combine the following elements to form nouns:

| Elements | Noun |
|---|---|
| capt + iv~~e~~ + ity | *captivity* |
| pi + ety | |
| abil + ity | |
| anxi + ety | |
| soci + ety | |
| pro + duct + ive + ity | |
| speci + al + ty | |
| proper + ty | |
| multi + plic + ity | |
| gay + ety | |
| vary + ety | |
| notori + ety | |
| ment + al + ity | |
| liber + ty | |
| sub + lime + ity | |
| com + plex + ity | |
| in + capac + ity | |
| re + al + ity | |
| un + cert + ain + ty | |
| case + ual + ty | |
| feroc + ity | |
| majes + ty | |

| Elements | Noun |
|---|---|
| pen + al + ty | |
| roy + al + ty | |

2   Cross out the incorrect answer:  The suffix *-ty* is used if the vowel right in front of it is   (stressed / unstressed)   . The suffix *-ety* is used if the vowel right in front of it is  (stressed / unstressed)   and   (long / short)   . And the suffix *-ity* is used if the vowel right in front of it is   (stressed / unstressed)   and   (long / short)

# Lesson Twenty-nine
## The Free Bases *scribe* and *script*

1  *Scribe* and *script* mean "write, writing."  They work in partnership like other pairs of bases with which you have been working:

| Verbs | Nouns |
|---|---|
| circumscribe | circumscription |
| describe | description |
| inscribe | inscription |
| prescribe | prescription |
| proscribe | proscription |
| subscribe | subscription |
| transcribe | transcription |

Sort the fourteen words above into this matrix:

### Words with the base . . .

| | *script* | *scribe* |
|---|---|---|
| **Nouns** | | |
| **Verbs** | | |

2   In this array the base *scribe* is used to form _____, and the base *script* is

used to form _____.


3   Analyze the following words into prefixes, bases, and suffixes:

| Word | Analysis |
|---|---|
| description | |
| indescribable | |
| inscribes | |
| inscription | |
| prescriptions | |
| subscriber | |
| transcript | |
| postscript | |
| descriptively | |
| scriptures | |
| prescribing | |
| subscript | |
| scriptural | |
| circumscribed | |
| transcribing | |
| manuscript | |
| proscribed | |
| proscription | |
| scriptwriter | |
| nondescript | |
| superscript | |

**Word Histories.**  The words *subscript* and *superscript* come from Latin words that meant "written under" and "written above." That is exactly what subscripts and superscripts are, things that are written under or above something else:

$$\text{script}^{\text{superscript}} \qquad\qquad \text{script}_{\text{subscript}}.$$

The base *manu* in *manuscript* means "hand":  Originally, a manuscript was something written by hand.

# Lesson Thirty
## Test Four

| Words | Analysis |
|---|---|
| 1. | [f] = _____ [ō] = _____ |
| 2. | Adjective + suffix = _____ |
| 3. | Prefix + bound base + suffix = _____ |
| 4. | [z] = _____ |
| 5. | [f] = _____ [z] = _____ |
| 6. | Bound base + suffix = _____ |
| 7. | Prefix + free base + suffix = _____ |
| 8. | Bound base + free base = _____ |
| 9. | Prefix + free base = _____ |
| 10. | [z] = _____ [f] = _____ |

# Answers to Test Four

| Words | Analysis |
|---|---|
| 1. *buffalo* | [f] = _<ff>_  [ō] = _<o>_ |
| 2. *certainty* | Adjective + suffix = _certain+ty_ |
| 3. *complexity* | Prefix + bound base + suffix = <br> _com+plex+ity_ |
| 4. *citizen* | [z] = _<z>_ |
| 5. *phase* | [f] = _<ph>_  [z] = _<s>_ |
| 6. *society* | Bound base + suffix = _soci+ety_ |
| 7. *subscription* | Prefix + free base + suffix = _sub+script+ion_ |
| 8. *manuscript* | Bound base + free base = _manu+script_ |
| 9. *prescribe* | Prefix + free base = _pre+scribe_ |
| 10. *xylophone* | [z] = _<x>_  [f] = _<ph>_ |

# Lesson Thirty-one
# How Do You Spell [j]?

1  You can hear the sound [j] at the beginning and end of the word *judge* . Underline the letters that spell [j]. Don't include any silent final <e>'s in your underlining.  You should find four different spellings:

| | | | |
|---|---|---|---|
| object | juicy | judgement | adjust |
| acknowledge | majestic | pajamas | justify |
| budget | courageous | hygiene | energy |
| gymnasium | grudge | dejected | prejudice |
| majesty | gadget | oxygen | digestion |
| wreckage | adjective | journalist | messenger |

2  Sort the words into these four groups:

**Words in which [j] is spelled . . .**

| <j> | | <g> | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Words in which [j] is spelled . . .**

| <dg> | | <dj> |
|---|---|---|
| | | |
| | | |
| | | |

3   Look at the words in which [j] is spelled either <g> or <dg>. Sort them into the following three groups:

**Words in which the <g> or <dg> is followed by . . .**

| an <e> | | an <i> | a <y> |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

You should have found that the <g> and <dg> spellings of [j] follow the normal pattern for soft <g>: They are always followed by either <e>, <i>, or <y>.   The <dg> spelling is like a double soft <g>: It always has a short vowel in front of it, just as the VCC pattern calls for.

4   When there is a long vowel right in front of the [j], how is the [j] spelled, <g> or <dg>? _____.  When there is a short vowel right in front of the [j], how is the [j] spelled, <g> or <dg>? _____.  When the [j] is spelled <g>, which letters always follow the <g>? ____, ____, or ____.  Does the spelling <j> usually come at the front, in the middle, or at the end of an element? _____  Does <dg> ever come at the front of a word? _____

5   The <dj> spelling of [j] is very rare. Find the two words from the list above in which [j] is spelled <dj>. Analyze them into prefix plus stem to show where the <dj> comes from:

| Word with [j] spelled <dj> | Analysis: Prefix + stem |
|---|---|
| | |
| | |

6   Four ways of spelling [j] are ____, ____, ____, and ____.

# Lesson Thirty-two
## Sometimes [j] is Spelled <d>

1  Another way of spelling [j] is due to the same kind of palatalization that you encountered in the various spellings of [sh].  Underline the letters that spell [j] in the following words:

| | | | |
|---|---|---|---|
| gradual | schedule | procedure | educate |
| pendulum | graduate | individual | arduous |
| fraudulent | residual | modulation | assiduous |

2   What letter always follows the <d> in these words? _____

3  Underline the letters that spell [j] in the following three words:

|  |  |  |
|---|---|---|
| cordial | grandeur | soldier |

How does the setting in which <d> spells [j] in these three words differ from the setting in part 1 above? _____

_____

_____

4  Sort the following words into the two groups defined below. Some words go into both groups:

| | | | |
|---|---|---|---|
| graded | fraudulently | modulate | educated |
| gradual | defrauded | proceeded | reduced |
| pendulum | resident | individual | arduous |
| dependent | residual | undivided | yardage |

**Words in which <d> spells . . .**

| [j] | | [d] | |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

5   You have worked with five different ways to spell [j]. Write them in the left-hand column below, and in the right-hand column write a word that contains each of the spellings:

|  | Spellings of [j] | Words that Contain the Spellings |
|---|---|---|
| #1 |  |  |
| #2 |  |  |
| #3 |  |  |
| #4 |  |  |
| #5 |  |  |

# Lesson Thirty-three
## The Suffix *-age*

1   You have seen that normally after stressed long vowels and consonants [j] is spelled <g> and after stressed short vowels it is spelled <dg>.  Usually after an unstressed vowel [j] is spelled <g>.  And very often it is in the suffix *-age*, which forms nouns, usually (but not always) from verbs:

$$pack + age = package$$
$$Verb + age = Noun$$

Combine the following stems and suffixes to form nouns. Show any changes:

| Stem | + Suffix | = Noun |
|---|---|---|
| pack | + age | = *package* |
| drain | + age | = |
| break | + age | = |
| wreck | + age | = |
| pass | + age | = |
| carry | + age | = |
| store | + age | = |
| dose | + age | = |
| percent | + age | = |

2   Try some the other way around.  Notice that not all the stems in this group are verbs:

| Noun | = | Stem | + Suffix |
|---|---|---|---|
| package | = | *pack* | + *age* |
| carriage | = | | + |
| luggage | = | | + |
| percentage | = | | + |

8:33:1

| Noun | = | Stem | + Suffix |
|---|---|---|---|
| dosage | = | | + |
| bandage | = | | + |
| roughage | = | | + |
| yardage | = | | + |
| postage | = | | + |
| storage | = | | + |
| passage | = | | + |
| baggage | = | | + |

3  The suffix *-age* is often added to bound stems.  Add *-age* to each of the following bound stems to form a noun:

| Bound Stem | Noun:  Bound Stem + *age* |
|---|---|
| advant | *advantage* |
| aver | |
| dam | |
| encour | |
| foli | |
| langu | |
| mess | |
| sav | |
| vill | |
| voy | |

# Lesson Thirty-four
## The Suffixes *-able* and *-ible*

1   The main function of the suffixes *-able* and *-ible*, as in *considerable* and *corruptible*, is to change verbs and bound stems into adjectives.  The suffixes *-able* and *-ible* are two of the most troublesome homophones:  When is it <a> and when is it <i>?  Unfortunately, the answer to that simple question is extremely complicated.  If we did answer it, we would be left with a rule too long and complex to remember and use.  Pronunciation is no help because in normal speech they are pronounced the same, [əbəl].  But there are three things that can help:

> First, since we are dealing with suffixes, they come late enough in the word that if you can spell the rest of the word, you can find the correct form in the dictionary. So they are easy to look up.

> However, second, if you are stranded without a dictionary, *-able* is about six times more common than *-ible*, so if you have to guess, guess *-able*.

> Third, as the next four lessons will show, there are some patterns that can be quite helpful.

2   In the following table fill in the unshaded blanks.  Then answer the question at the end of the table:

| Verb | Noun: Stem + *ion* | Noun: Stem + *ation* | Adjective: Stem + [əbəl] |
|------|--------------------|----------------------|--------------------------|
|      |                    |                      | admirable                |
|      |                    |                      | adoptable                |
|      |                    |                      | adorable                 |
|      |                    |                      | attractable              |
|      |                    |                      | attributable             |
|      |                    |                      | commendable              |
|      |                    |                      | compressible             |
|      |                    |                      | computable               |
|      |                    |                      | considerable             |
|      |                    |                      | corruptible              |

| Verb | Noun: Stem + *ion* | Noun: Stem + *ation* | Adjective: Stem + [əbəl] |
|------|-------------------|---------------------|--------------------------|
|      |                   |                     | dispensable |
|      |                   |                     | exhaustible |
|      |                   |                     | expressible |
|      |                   |                     | predictable |
|      |                   |                     | presentable |
|      |                   |                     | quotable |
|      |                   |                     | reformable |
|      |                   |                     | reversible |
|      |                   |                     | substitutable |
|      |                   |                     | valuable |

3   Do verbs that form  nouns with *-ation*  form adjectives with *-ible*  or with *-able*?

_____  .

That leads to our first useful generalization: Stems that form nouns with <ation> take *-able*  to form adjectives>

## Lesson Thirty-five
## More About *-able* and *-ible*

1  In the previous lesson you saw that stems that form nouns with <ation> take *-able* to form adjectives.  In the Verb column list the verb from which each adjective is derived:

| Verb | Adjective |
| --- | --- |
| *appreciate* | appreciable |
| | calculable |
| | communicable |
| | demonstrable |
| | equable |
| | estimable |
| | navigable |
| | negotiable |
| | penetrable |
| | remediable |
| | separable |
| | venerable |
| | anticipatable |
| | circulatable |
| | creatable |
| | indicatable |
| | locatable |
| | translatable |

5  Do verbs that end in *-ate* take *-ible* or *-able*? _____

That gives us our second useful generalization: Verbs that end in <ate> take *-able* to form adjectives.

3 In the Verb column list the verb from which each adjective is derived:

| Verb | Adjective |
|------|-----------|
|  | classifiable |
|  | deniable |
|  | enviable |
|  | justifiable |
|  | leviable |
|  | magnifiable |
|  | modifiable |
|  | multipliable |
|  | notifiable |
|  | pitiable |
|  | reliable |
|  | variable |

Which do verbs that end in <y> take to form adjectives, *-ible* or *-able* ? __-able__

Notice that if a verb that ends in <y>, like *deny* , took *-ible* , the <y> to <i> change would lead to \*deniible, which wouldn't work since we avoid <ii> in English.  If we deleted one of the <i>'s, we'd get \*denible, which doesn't fit the pronunciation because it leaves one vowel sound unspelled.  So *-able*  must be the logical choice.

That gives us our third useful generalization: Verbs that end in <y> take *-able*  to form adjectives.

## Lesson Thirty-six
## Even More About *-able* and *-ible*

1  You have seen that sets of bases work together as a team, the way *ceed* and *cess* work together in the verb *succeed* and the noun *success*.  Sometimes one member of a set will be used for the noun ending in <ion> and another for the adjective ending in [əbəl].  For instance, consider the nouns and adjectives derived from the verbs *reclaim* and *comprehend* :

In the set *claim, clam* , the noun *reclamation* uses the bound base *clam* while, the adjective *reclaimable* uses the free base *claim.*

| Verb | Noun | Adjective |
|------|------|-----------|
| reclaim | reclamation | reclaimable |

On the other hand, in the set *hend, hens* , the noun *comprehension* uses the same base as the the adjective *comprehensible*.

| Verb | Noun | Adjective |
|------|------|-----------|
| comprehend | comprehension | comprehensible |

2  Fill in the blanks and answer the questions following the table:

| Verb | Noun | Adjective |
|------|------|-----------|
|  | absorption | absorbable |
|  | certification | certifiable |
|  | comprehension | comprehensible |
| destroy |  | destructible |
|  | disposition | disposable |
| divide |  | dividable |
| explain |  | explainable |
|  | explosion | explosible |

© D. W. Cummings,  October 31, 2011                                                          8:36:1

| Verb | Noun | Adjective |
|---|---|---|
| | | perceptible |
| persuade | | persuasible |
| | pronunciation | pronounceable |
| | | reclaimable |
| | resolution | resolvable |
| | revelation | revealable |
| | satisfaction | satisfiable |
| solve | | solvable |
| submerge | | submersible |
| | | transmittable |

3  In the words in this array if the noun uses a different base from the adjective, the adjective ends in _____.  If the noun uses the same base as the adjective,  the adjective ends in _____.

4  That leads to a fairly good generalization:   In verb-noun-adjective families, if the noun ending in <ion> uses a different base from the adjective, the adjective takes *-able* ;  if the noun uses the same base as the adjective, the adjective takes *-ible* .

# Lesson Thirty-seven
## Summary and Review of *-able* and *-ible*

1  Here are the generalizations from the previous three lessons:

i. Stems that form nouns with &lt;ation&gt; take *-able* to form adjectives.

ii. Verbs that end in &lt;ate&gt; take *-able* to form adjectives.

iii. Verbs that end in &lt;y&gt; take *-able* to form adjectives.

iv. In verb-noun-adjective sets,

if the noun ending in &lt;ion&gt; uses a different base than the adjective, the adjective takes *-able* ;

if the noun uses the same base as the adjective, the adjective takes *-ible* .

2  Applying these generalizations, fill in the blanks below:

| Verb | Noun  with &lt;ion&gt; or &lt;ation&gt; | Adjective |
|---|---|---|
| admire | | |
| | classification | |
| comprehend | | comprehensible |
| consider | | |
| deny | | |
| | | enviable |
| irritate | | |
| | justification | |
| negotiate | | |
| observe | | |
| persuade | persuasion | |
| | pronunciation | pronounceable |

| Verb | Noun with <ion> or <ation> | Adjective |
|---|---|---|
| solve | solution | |
| tolerate | | |
| vary | | |

3   All of the words with *-ible* come from French and Latin (as do many of those with *-able* ).  However, *-able* is the form we use for making adjectives from native English words and for making up new words.  The following words are all native English words. Add the suffix that changes them to an adjective ending in [əbəl]:

| Native Word | Adjective with [əbəl] |
|---|---|
| answer | |
| believe | |
| break | |
| chew | |
| crunch | |
| drink | |
| foresee | |
| forget | |
| kiss | |
| laugh | |
| learn | |
| reach | |
| return | |
| sing | |
| teach | |
| work | |

Native adjectives use the suffix _____.

This is a very strong generalization.  But it is not very useful if you can't recognize native words.  One hint:  Notice that native words tend to be very short, only one syllable.  Compare them with the words in the tables in Lesson 36.   Words from Latin and French most often have two or more syllables.


5   The following are a few adjectives that have just recently been made up.  Analyze each one into its stem plus suffix and be ready to talk about what you think they mean:

| New Adjective | Analysis: Stem + Suffix |
|---|---|
| biodegradable | |
| addressable | |
| air-droppable | |
| camouflageable | |
| cartoppable | |
| thermoformable | |


6   One last word about -*able*  and -*ible*:  Remember that -*able*  is about six times more common than -*ible* and that it is usually a good bet.

# Lesson Thirty-eight
## Test Five

| Words | Analysis |
|---|---|
| 1. | [j] = _____ <br> Verb + suffix = _____ |
| 2. | [j] = _____ <br> Verb + suffix = _____ |
| 3. | Verb + suffix = _____ |
| 4. | [j] = _____ |
| 5. | Verb + suffix = _____ |
| 6. | [j] = _____ <br> Free stem + suffix = _____ |
| 7. | Bound stem + suffix = _____ |
| 8. | Verb + suffix = _____ |
| 9. | [j] = _____ |
| 10. | [j] = _____ <br> Prefix + bound base + suffix = <br> _____ |

8:38:1T

# Answers to Test Five

| Words | Analysis |
|---|---|
| 1. *knowledge* | [j] = *<dg>*<br>Verb + suffix = ___know + ledge___ |
| 2. *carraige* | [j] = *<g>*<br>Verb + suffix = ___carry̸+i+age___ |
| 3. *adorable* | Verb + suffix = ___ador̸e+able___ |
| 4. *pajamas* | [j] = *<j>* |
| 5. *considerable* | Verb + suffix = ___consider+able___ |
| 6. *percentage* | [j] = *<g>*<br>Free stem + suffix = ___percent+age___ |
| 7. *divisible* | Bound stem + suffix = ___divis(̸e)+ible___ |
| 8. *exhaustible* | Verb + suffix = ___exhaust+ible___ |
| 9. *justification* | [j] = *<j>* |
| 10. *procedure* | [j] = *<d>*<br>Prefix + bound base + suffix =<br>___pro+ced̸e+ure___ |

8:38:2T

# Lesson Thirty-nine
## How Do You Spell [ch]?

1  About two-thirds of the time [ch] is spelled either <ch> or <tch>, and <ch> is about five times as common as <tch>.  Underllne the letters that spell [ch] in the following words:

| | | | |
|---|---|---|---|
| chalk | enchanted | merchandise | spinach |
| watch | chimney | butcher | dispatch |
| charity | sketches | mischief | purchase |
| scratch | research | wretched | chocolate |
| teacher | kitchen | chuckle | achieve |

2  Sort the words into the following matrix:

**Words in which the [ch] is . . .**

| | at the end of a free stem and following a stressed short vowel | the only consonant in a VCC string with a stressed short head vowel | located anywhere else in the word |
|---|---|---|---|
| **Words with [ch] spelled <tch>** | | | |
| **Words with [ch] spelled <ch>** | | | |

3   Among the words in Items 1 and 2, when [ch] comes (a) at the end of a free stem and following a stressed short vowel or (b) in a VCC string, it is spelled_____ ; everyplace else it is spelled _____.


 4   On the basis of the analysis you've just done, be ready to discuss the following questions:

(i)  Why can we say that <tch> behaves like a double <ch>?

(ii)  What is unusual about the sounds in front of the <ch> in *bachelor* and *treacherous*?  What rule did you recently learn that would explain the unusual sound in front of <ch> in these words?

(iii)  What is there about the following six words that makes them holdouts to the pattern you've just found and described?

| | | |
|---|---|---|
| attach | detach | rich |
| much | such | which |


There is little we can say about these six, except that they are clear holdouts to an otherwise useful and reliable rule and that there are fortunately very, very few of them.

**Lesson Forty**
**Sometimes [ch] is Spelled <t>**

1  About two-thirds of the time [ch] is spelled either <ch> or <tch>, and we can practically always tell when to pick <ch> and when to pick <tch>.  About one-third of the time [ch] is spelled <t>. This <t> spelling is very much like the <t> spelling of [sh] and the <d> spelling of [j] with which you have already worked.  It, too, is due to palatalization. Underline the letters that spell [ch] in the following words:

| | | | |
|---|---|---|---|
| culture | suggestion | actual | virtue |
| intellectual | spiritual | literature | congestion |
| questions | situation | indigestion | perpetual |
| unfortunately | mortuary | ritual | statue |
| naturally | eventual | adventurous | celestial |

2   Now sort the words into these two groups:

**Words in which [ch] is follwed by . . .**

| <u> | | | <i> |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

2   In these words, which vowel is stressed: the one in front of the [ch] or the one after it? _____        What letter usually follows the <t>  that spells [ch]? _____

3   Most of the time when [ch] is spelled <t>, there is a <u> after the <t>. But often a <t> that spells [ch] is followed by an <i>.  In earlier lessons you saw that a <t> right in front of two unstressed vowels spells the sound [sh], as in *deletion* and *spatial*.  However, when the <t> has an <s> right in front of it, the <t> doesn't spell [sh]; it spells [ch], as in *question* and *celestial*. This is another case of a smaller, stronger pattern inside a larger pattern.

4   Below you are given prefixes, bases, and suffixes to combine. In each case you should produce a word that contains [ch] spelled <t> due to palatalization. Show any changes:

| Prefixes, Bases, and Suffixes | Words with [ch] Spelled <t> |
|---|---|
| dis + gest + ion | |
| spirit + ual | |
| quest + ion + er | |
| act + ual + ly | |
| ad + vent + ure + ous | |
| script + ure + al | |
| liter + ate + ure | |
| virtue + ous | |
| com + gest +ion | |
| celest + ial | |
| per + pete + ual | |
| sub + gest + ion + s | |

You can see that very nearly all the time when [ch] is spelled <t>, the <t> is either followed by an unstressed <u> or it is followed by the suffix -*ion* and has an <s> right in front of it.

# Lesson Forty-one
## A Final Word About [ch]

1 There are three rare spellings of [ch] that are found only in a few Italian and German words that still have their Italian and German spellings. In Italian [ch] is regularly spelled <c> or <cc>, and in German it is regularly spelled <tsch>.

**[ch] = <c>.** In the Italian words *cello, concerto, vermicelli*, and the greeting *ciao* [ch] is spelled <c>.

**[ch] = <cc>.** In the Italian words *capriccio* and *cappuccino*, [ch] is spelled <cc>.

**[ch] = <tsch>.** In the German words *kitsch* and *putsch*, [ch] is spelled <tsch>.

2 According to some dictionaries the <c>s and <s>s in words like *financial* and *mansion* spell [ch]. Most dictionaries show them as spelling [sh], but Merriam-Webster's big unabridged dictionary is one that has it [ch]. It is a case of the experts disagreeing about what they hear. You might listen to your own pronunciation of these words and those of your friends. What happens is that some people tend to put a [t] sound in between the [n] and [sh], and the [tsh] actually equals [ch]. Either pronunciation is correct.

3 Sort the words into the groups, depending on whether you think you pronounce them with [sh] or [ch]. There is room here for honest differences of opinion, so we've given you extra blanks:

| | | | |
|---|---|---|---|
| financial | expansion | concerto | comprehension |
| apprehension | dimension | kitsch | dissension |
| transient | cello | vermicelli | cappuccino |
| condescension | capriccio | ancient | suspension |

**Words pronounced with . . .**

| [ch] | | [sh] | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

4 Now sort the words again, this time on the basis of how the [ch] (or [sh]) is spelled. Write them into the proper groups below and in the columns marked '[   ]' write in the pronunciation of the <c>, <cc>, or <s>. Again there are extra blanks:

| <c> | [  ] | <cc> | [  ] | <s> | [  ] |
|-----|------|------|------|-----|------|
|     |      |      |      |     |      |
|     |      |      |      |     |      |
|     |      |      |      |     |      |
|     |      |      |      |     |      |
|     |      |      |      |     |      |
|     |      |      |      |     |      |
|     |      |      |      |     |      |
|     |      |      |      |     |      |
|     |      |      |      |     |      |
|     |      |      |      |     |      |

4   The three most common ways to spell [ch] are _____, _____, and _____.

# Lesson Forty-two
## How Do You Spell [w]?

1   You can hear the sound [w] at the beginning of the word *word*.  Underline the letters that spell [w] in the following words:

| | | | |
|---|---|---|---|
| waffles | sweaty | watering | welfare |
| afterward | weirdest | weathered | twinkling |
| waiters | swallowed | reweighed | sweetheart |
| between | wisdom | unwillingly | notwithstanding |
| waltzes | unworthy | twentieth | twelfth |

2   Analyze each of the words as directed in the formula. Key: 'BB' = Bound base, 'FB' = Free base, 'BS' = Bound stem, 'FS' = Free Stem, 'P' = Prefix, 'S' = Suffix:

| Word | Formula | Analysis |
|---|---|---|
| waffles | FB+S | |
| afterward | FS+S | |
| waiters | FB+S+S | |
| between | P+BS | |
| waltzes | FB+S | |
| sweaty | FB+S | |
| weirdest | FB+S | |
| swallowed | FB+S | |
| wisdom | BB+S | |
| unworthy | P+FB+S | |
| watering | FS+S | |
| weathered | FS+S | |
| reweighed | P+FB+S | |
| unwillingly | P+FB+S+S | |
| twentieth | FS+S | |
| welfare | BB+FB | |

| Word | Formula | Analysis |
|---|---|---|
| twinkling | FS+S | |
| sweetheart | FB+FB | |
| notwithstanding | FB+FB+FB+S | |
| twelfth | BS+S | |

4   Now sort the words into the following two groups:

**Words in which the [w] is . . .**

| at the front of an element | | not at the front of an element |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

5   In those seven words in which the [w] is not at the front of an element, it is part of a consonant cluster.  Do these clusters come at the front of elements in these words? _____.

6 When [w] is spelled <w>, the <w> either comes at the _____ of an element or it is in a consonant cluster that comes at the _____ of an element.

# Lesson Forty-three
## Two Other Spellings of [w]

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

| | | | |
|---|---|---|---|
| awhile | request | quantity | qualities |
| acquaint | quotation | quizzes | squirrel |
| distinguish | language | whistle | frequently |
| persuade | pueblo | earthquake | squeeze |
| everywhere | somewhat | equation | question |
| acquire | which | overwhelm | whizzed |

2  You should have found two different spellings of [w].  Seven words have the first spelling; seventeen have the second.  Sort the words into the following two groups:

**Words with [w] spelled . . .**

| way #1 | way #2 | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

3   Dictionaries usually give us a choice as to how we should pronounce <wh>: either [hw] or just [w].  You might check yourself: When you say *whale*, does it sound exactly like your pronunciation of *wail*?  Or do you hear a little puff of air in front, a soft [h]?  Hundreds of years ago, *whale* was spelled *hwāl* , and the <h> was pronounced [h].  But in time the spelling changed, probably to make it more like the other clusters <ch>, <gh>, <sh>, and <th>.  The spelling changed, but the pronunciation more or less stayed the same.  Over the centuries that [h] has tended to get lost.  That is why dictionaries usually show two different pronunciaitons for <wh>: [w] and [hw].

4   Look at the seventeen words in which [w] is spelled <u>.  In each one mark the letter that comes right in front of the <u> that is spelling [w].  You should have found four different consonants that come before the <u>.  The first of the consonants is in thirteen of the words; the second is in two words, and the third and fourth are in one word each.  Sort the words into the following groups:

**Words in which the <u> follows <q>:**

|  |  |  |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Words in which the <u> follows . . .**

| <g> | <s> | <p> |
|---|---|---|
|  |  |  |
|  |  |  |

5   It is not surprising that [w] is often spelled <u>: The letter <w> was originally just two <u>s run together.  That is why <w> is called  "double-<u>."

6   Three spellings of [w] are ____, ____, and ____.  The spelling <w> always comes ____

_____.

The spelling <u> usually comes after the letter ___ and sometimes after the letters

____,  _____, or _____.  The spelling <wh> is sometimes pronounced _____,

sometimes _____.

**Word Histories.** One set of homophones with [w] is *weather, whether,* and *wether. Weather* comes from an Old English word that meant "weather, storm, wind." It is related to the words *wind* and *window* . A sentence that can help with the <w> spelling: "The wind and weather came through the broken window."

*Whether*, as in "I don't know whether to go or not," comes from an Old English word that is closely related to words like *what, why, which, when,* all of which contain the <wh> spelling.

The rare *wether* "a male sheep" comes from an Old English word that is related to the word *veterinarian*. Notice that neither *veterinarian* nor *wether* have an <h> or an <a> among the first three letters.

# Lesson Forty-four
## Review of Consonant Sounds

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

| | | | |
|---|---|---|---|
| digestion | juicy | susceptible | possession |
| physics | scriptures | whizzed | zealous |
| justifiable | language | laughed | enough |
| procedures | waltz | judgement | fluorescent |
| suggestions | charity | chocolate | assiduous |
| waffles | sketches | whistle | chimney |
| xylophones | persuade | abscessed | wisdom |
| puzzles | brassiere | quiz | embezzle |

2 Sort the words you have underlined into the following five groups:

**Words with [s] spelled . . .**

| <s> | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**Words with [s] spelled . . .**

| <c> | <sc> | <ss> | Other |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

3   In the list in Item 1 underline the letters that spell [z] and sort the words into the following five groups:

**Words with [z] spelled . . .**

| <s> | | <z> | <zz> |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Words with [z] spelled . . .**

| <ss> | | <x> | |
|---|---|---|---|
|  |  |  |  |

4   Now underline the letters that spell [f] and sort the words into the following four groups:

**Words with [f] spelled . . .**

| <f> | <ff> | <gh> | <ph> |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

5   Now underline the letters that spell [ch] and sort the words into the following three groups:

**Words with [ch] spelled . . .**

| <ch> | <tch> | <t> |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

6   Underline the letters that spell [j] and divide the words into the following four groups:

**Words with [j] spelled . . .**

| <j> | <g> | <dg> | <d> |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

7   Underline the letters that spell [w] and divide the words into the following three groups:

**Words with [w] spelled . . .**

| <w> | <u> | <wh> |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

## Lesson Forty-five
## Review of Bound and Free Bases

1   Combine the following elements into words, showing any changes that occur when the elements combine:

| Elements | Word |
|---|---|
| in+per+cept+ible | |
| super+com+duct+or | |
| com+cede+ing | |
| abs+cess+ed | |
| ex+miss+ion+s | |
| inter+mit+ent+ly | |
| non+ de+script | |
| re+cess+ive | |
| ex+duce+ate | |
| re+cept+acle | |
| script+write+er | |
| in+duct+ion | |
| post+script+s | |
| trans+mit+er | |
| ex+cess+ive+ly | |
| ob+mit+ed | |

2   Each of the following words contains one of the bases that you studied in earlier lessons.  Most words contain one or more prefixes and one or more suffixes.  Analyze each word into its elements.  Again, show any changes that occur when the elements combine:

| Word | Analysis |
|---|---|
| inconceivable | |
| deception | |
| descriptively | |
| introduce | |
| deductible | |
| antecedents | |
| procedure | |
| proceedings | |
| necessary | |
| remission | |
| exceedingly | |
| received | |
| subscriber | |
| introductions | |
| prescriptions | |
| preceded | |

# Lesson Forty-six
## Review of Suffixes

1  Analyze each of the following words into stem plus one suffix:

| Word | Analysis: Stem + Suffix |
|------|------------------------|
| teachable | |
| comprehensible | |
| modifiable | |
| carriage | |
| susceptibility | |
| anxiety | |
| presentable | |
| necessity | |
| appreciable | |
| permissible | |
| baggage | |
| uncertainty | |
| unforgettable | |
| divisible | |
| advantage | |
| divinity | |
| society | |
| specialty | |
| tolerable | |
| flexible | |
| language | |
| indescribable | |
| quantity | |

| Word | Analysis: Stem + Suffix |
|------|-------------------------|
| disposable | |
| percentage | |
| communicable | |
| ferocity | |
| royalty | |
| variety | |
| simplicity | |
| deductible | |
| irritable | |

2   Among the adjectives ending in *-able* and *-ible* there are instances of rules that you studied in earlier lessons.  For each rule given below find instances from the adjectives above and fill in the blanks:

    a.  Stems that form nouns in *<ation>*  form adjectives in *-able* :

|  |
|--|
|  |

    b.  Verbs that end in *<ate>*  form adjectives in *-able* :

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |

    c.  Verbs that end in <y> form adjectives in *-able* :

|  |
|--|
|  |

    d. Native English verbs form adjectives in *-able* :

|  |  |
|--|--|
|  |  |

e.  If the verb and adjective use one form of the base while the noun in <ion> uses another, the adjective will be formed in *-able* :

| | | |
|---|---|---|
| | | |

f.  But if the verb and noun use one form of the base while the adjective uses the other, the adjective will be formed in *-ible* :

| | | |
|---|---|---|
| | | |

# Lesson Forty-seven
## Review of VCV Shortening Rules

1  **The Suffix -*ity* Rule.**  The vowel right in front of the suffix -*ity* will always be
_____ ,  even if it is the first vowel in a _____ string.


2  **The Third Vowel Rule.** The third vowel sound from the end of a word will often be

_____ if it is _____ , even if it is the first vowel in a ____ string.


3  **French Lemon Rule.**  Words that have _____ vowel sounds and were

borrowed from _____ will have a _____ first vowel, even in a _____

string.


4  Some of the words below are instances of the three rules above.  Sort them into the
table:

| | | | |
|---|---|---|---|
| electricity | moment | society | rationality |
| equality | chocolate | ferocity | hesitate |
| educate | gravel | citizen | analysis |
| assiduous | recent | positive | definite |
| physics | balance | stomach | personality |
| anxiety | susceptibility | agent | legend |
| precious | simplicity | dozen | focus |

**Words that are instances of . . .**

| The Suffix -*ity* Rule | The Third Vowel Rule | The French Lemon Rule |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

5   Be ready to discuss this question: What were your reasons for excluding each of the six words that you did not write into the table?

# Lesson Forty-eight
## Test Six

| Words | Analysis |
|---|---|
| 1. | [s] = _____ and _____ |
| 2. | [s] = _____ [w] = _____ |
| 3. | [ch] = _____ |
| 4. | [s] = _____ [ch] = _____ [z] = _____ |
| 5. | Prefix + free base + suffix = <br><br>_____ |
| 6. | [z] = _____ [w] = _____ |
| 7. | [s] = _____ [j] = _____ [ch] = _____ |
| 8. | [w] = _____ <br> Bound base + suffix = <br><br>_____ |
| 9. | [z] = _____ <br> Verb + suffix[1] + suffix [2] = <br><br>_____ |
| 10. | [f] = _____ [s] = _____ <br> Bound base + suffix = |

# Answers to Test Six

| Words | Analysis |
|---|---|
| 1. *abscess* | [s] = _<sc>_ and _<ss>_ |
| 2. *whistle* | [s] = _<st>_ [w] = _<wh>_ |
| 3. *charity* | [ch] = _<ch>_ |
| 4. *sketches* | [s] = _<s>_ [ch] = _<tch>_ [z] = _<s>_ |
| 5. *deductible* | Prefix + free base + suffix = _de+duct+ible_ |
| 6. *wisdom* | [z] = _<s>_ [w] = _<w>_ |
| 7. *digestion* | [s] = _<s>_ [j] = _<g>_ [ch] = _<t>_ |
| 8. *quantity* | [w] = _<u>_ Bound base + suffix = _quant+ity_ |
| 9. *proceedings* | [z] = _<s>_ Verb + suffix[1] + suffix [2] = _pro+ceed+ing+s_ |
| 10. *ferocity* | [f] = _<f>_ [s] = _<c>_<br>Bound base + suffix = _feroc+ity_ |

8:48:2T